MAHNOMEN COUNTY 4-H

U of MN EXTENSION

Mahnomen County 4-H Premium Book

2026 Fair Schedule

Please note: If any changes are made to the schedule, they will be announced on social media, in the newsletter, and the monthly postcard.

Pre-Fair Important Dates

May 15: 4-H Enrollment and Animal ID deadline
June 1: FairEntry opens
June 17: FairEntry registration closes. Club projects, public presentations, fashion revue, pet show, team exhibit registration due.
June 27: Fair clean-up beginning at 9:00 a.m. followed by the State Fair informational meeting.

Fair Schedule

Wednesday, July 1
8:30 a.m. - Judge's meeting
9 to 11:30 a.m. - 4-H General Project & Livestock Interviews
9 to 10:00 a.m. - Livestock Entry for 4-H & Open Class
12 noon - Fashion Review & Demonstrations
1:00 p.m. - Poultry & Rabbit Judging

Thursday, July 2
10:00 a.m. - Livestock Judging
2:00 p.m. - Premium Auction

Friday, July 3
12:00 - 4:00 p.m. - Learn by Doing Center

Saturday, July 4
7:30 - 10:30 a.m. - Breakfast at the Fair
12 - 4:00 p.m. - Learn by Doing Center
3 - 4:00 p.m. - Livestock release only
7 - 8:00 p.m. - General Exhibit release

Food Stand Hours of Operation
Wednesday through Saturday: 12 - 8:00 p.m.

Contact Information

For project related questions, 4-H enrollment, FairEntry project registration, Animal ID please contact the Extension Office.

- **4-H Program Questions**: Rebekah Donner, Office 935-2226, Cell 218-770-0739
- **Registration/Technical questions**: Ashleigh Omlid-Joorawon, Office 935-2226, Cell 218-350-1837
- **Livestock Supervisor/Barn Questions**: John Seeger, home: 935-5705, Cell: 218-350-0043
- **4-H Food Stand:** TBD

Eligibility & Registration Information

Eligibility

In order to exhibit in the 4-H division, you must be an enrolled 4-H member in Mahnomen County. The enrollment deadline for 4-H membership is May 15. Please enroll in the desired project areas when you enroll in 4-H.

Registration Deadlines

All Registrations are due by: **Wednesday, June 17, 2026**
Club projects, **Team** exhibits, **Pet** Show: **REGISTER WITH THE EXTENSION OFFICE (CALL OR EMAIL) BY WEDNESDAY, JUNE 17 @ 3:00 P.M. Club exhibits can also be registered online here: https://z.umn.edu/MahnomenClubExhibits**
Registrations for Fashion Revue, Public Presentations, Performing Arts and Engineering Design Challenge are due **Wednesday, June 17, 2016**

Register Online

Registrations must be completed online via the http://mahnomen.fairentry.com website, by June 17. If this cannot be done, please make arrangements with the Extension Office by calling 218-935-2226. REGISTRATIONS WILL ABSOLUTELY NOT BE ACCEPTED AT THE FAIRGROUNDS.
Registration Instructions can be found online at:
https://extension.umn.edu/minnesota-4-h-county-fairs/register-4-h-entries-your-county-fair

- See next page for FairEntry quick start guide.

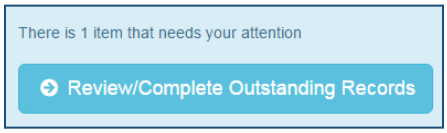
FairEntry – quick start guide for families

Getting started and logging in

- Each youth registering must be enrolled as an active 4-H member and you must know your 4HOnline family login (email address and password). For more info go to z.umn.edu/mn4honline-enroll
- For county fair information, premium books, dates and more, visit your county website at: extension.umn.edu/local
- To register for the fair go to the URL supplied by your county or go to www.fairentry.com, "Find your Fair", and when at your fair page, click on the green button to "Sign in with 4-H Online".



Next steps to register for your fair



1. Register (create) an exhibitor
2. Add entries to that exhibitor.
3. Repeat for additional exhibitors and/or entries.
4. Resolve any registration issues (look for the blue notices)

When done with exhibitors and entries, click "Continue to Payment" and submit the "Invoice". (There are no fees or payments needed, but this step is required to complete your registration.)

Logging back in another time

When logging back in, you will find your family profile in either of these "situations":

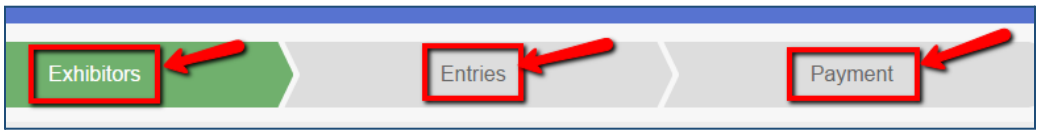
- Invoice un-submitted - You can continue adding or completing entries on that invoice.
- Invoice submitted and approved - You can view previously submitted entries, and/or add new entries by starting a new invoice.



Navigation hints

Click on the fair "Title" to return to your family Dashboard at any time.

When working on an invoice, you can often click on any of the navigation buttons even if they are not green. This can be helpful for going "back and forth" while working on entries.



How many exhibits can I show in each class?

There is a limit of 5 entries per most classes/sub-classes, the following exceptions apply: Clothing & Textiles: limit 2 per sub-class, Public Presentations limit 1 per sub-class.

What is a class?

In the premium book project areas are divided into 2 sections: General 4-H projects, and Animal Science projects. Those 2 sections are further divided down into departments, divisions and classes, this is also how they are presented in FairEntry. For example: General Exhibits (Department) > General Exhibits All Classes (Division) > Clothing & Textiles (Class) > (Sub-Classes) Constructed Clothing, Upcycled Clothing, Purchased Clothing, Sewn Non-Garment, Fashion Revue Constructed Clothing, Fashion Revue Purchased Clothing, Fashion Revue Upcycled Clothing.
The entry limit applies to the class or sub-class (if applicable). In the above example about clothing & textiles, youth can bring 2 entries in each of the sub-classes.

Registering Club Projects, Team Exhibits, and Pet Show

Club, team and pet show exhibits can be registered online at: https://z.umn.edu/MahnomenClubExhibits registration can also be done by calling the Extension Office at 218-935-2226 and speaking to Rebekah or Ashleigh. The registration deadline is June 17.

Cloverbuds

Cloverbud experience at the County Fair:

How are Cloverbuds Judged?

- You have a judge just for your projects.
- The judge may ask you to tell them about your project.
- The judge may ask you questions about the project and give you ideas for next year's project.
- You will receive a recognition ribbon for Cloverbuds.

The Cloverbud program provides an opportunity to explore and actively learn in a non-competitive environment.
Note: *Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all should receive participation recognition.*

Cloverbud rules for participation

- For the safety of K-2 participants, the following rules apply to cloverbud experiences. Parents/guardians/mentors are responsible for ensuring their "cloverbud" understands and follows the rules. Extension 4-H staff members and designated volunteer(s) are positioned to intervene when rules are not followed

and/or if safety becomes a concern for another reason. Definitions used in outlining the rules are noted at the end of the document.

- When using equipment that is potentially dangerous, a responsible person[1] will be with the cloverbud at all times[2] guiding and monitoring their involvement. Examples of potentially dangerous equipment include sewing machines and power tools.
- Cloverbuds may only participate in wildlife educational opportunities of the 4-H Shooting Sports/Wildlife program. Cloverbuds may not handle any equipment, including firearms and archery equipment.
- Cloverbuds must wear appropriate safety helmets when riding horses or bicycles.
- When cloverbuds and animals (including beef, cats,dairy, dogs, goats, horse, llama - alpaca, pets, poultry, rabbit, swine and sheep) are together at a 4-H program or participating at the county fair as a 4-H member, the following rules apply:
    - A responsible person[1] must be with the cloverbud to guide and monitor their involvement at all times[2], including but not limited to movement within and to and from the trailers, barns, wash racks, and show arena.
    - Families may choose one of two acceptable ways to guide and monitor involvement in non-mounted activities:
        - The responsible person[1] is in control[3] of the animal with the cloverbud at their side.
        - The cloverbud is in control[3] of the animal with the responsible person[1] at their side to assist or take control of the animal when needed or as directed by staff, volunteers or show managers.
    - When a cloverbud is mounted on a horse, the horse must always have a lead line and be under the control of the responsible person[1].
    - Cloverbuds may safely interact with their animal through participation in a limited number of non-competitive classes at 4-H sponsored practice sessions/clinics, fun shows and county fairs. The purpose is to provide youth an opportunity to experience being in the ring with a judge present and to feel the pride that comes with this experience. Appropriate participation includes:
        - Cloverbuds may participate with beef, dairy, dog, goats, pets, poultry, rabbits, and swine in a Cloverbud Showmanship Class.
        - Cloverbuds may participate with a sheep in two classes: Cloverbud Showmanship or Cloverbud Lamb Lead.
        - Cloverbuds may participate with a llama - alpaca in two classes: Cloverbud Costume or Cloverbud Showmanship.
        - Cloverbuds may participate with a horse in three classes: Cloverbud Halter/Showmanship, Cloverbud Western Pleasure or Cloverbud Barrels. If the horse is used in a riding setting, the Cloverbud may sit on the back of the horse with a responsible person[1] in control[3] of the horse at all times[2]. Helmets are required for the Cloverbud in any riding setting.

Definitions Used in Outlining the Rules: [1] **A "responsible person"** is defined as a screened adult volunteer, youth leader 6th grade and older, parent or other adult who may appropriately assist with the group.[2] **"At all times"** includes but is not limited to the following: during all portions of project workshops, club events, club meetings, public showcases which includes county fairs, demonstrations, or a community event where youth are representing 4-H with an animal or interacting with potentially dangerous equipment. [3] **"Control"** means assuming responsibility for handling and/or leading the animal. The parent/responsible person must determine the Cloverbud's ability to control the animal in non-mounted activities.

Cloverbuds participate in the premium auction as a group, all donations received are tallied and divided as follows: 20% to the 4-H Cloverbud program, 80% divided equally among the participating Cloverbuds. All Cloverbud animal policies are in effect, for complete information please see section 7 "Cloverbud Policies."

General Exhibits (Non-Livestock)

- All general exhibits must be brought in on Wednesday, July 1 beginning at 9:00 a.m.. and should be checked in no later than 11:00 a.m. Exceptions for specific project areas are noted under the applicable area.
- 4-H General Exhibit Project Judging is Wednesday, July 1, 9-11:30 a.m. in the 4-H SHED at the Mahnomen County Fairgrounds. Please note! This is the only time these projects will be judged, any exception will be noted in the schedule.
- General Exhibit release time is: Saturday, July 4 between 7:00 p.m. and 8:00 p.m. no premiums will be paid on exhibits removed prior to release time.

What should I expect at project judging?

  - On judging day you will bring your non-livestock exhibits to the 4-H SHED. You should check-in with 4-H Staff and receive your exhibit cards.
  - Each exhibit you registered for will have a pre-printed card with your name, and the exhibit information. Please return cards you do not need back to 4-H Staff.
  - When you are ready, locate the judge for the project area on the Judge Information sign, each judge will have a number at their station. Depending on the number of people, you may need to wait in line.
  - After you have completed judging with all your exhibits, turn in your unused cards, and help to display your exhibits; then you are free to go.
- If you have a special need or need some accommodation for judging, please contact the Extension Office at 218-935-2226.
- All rules and regulations conform to the statewide Minnesota 4-H guidelines.

Conference Judging

The county fair provides many opportunities for the youth involved to learn and grow, exhibiting at the fair provides a wonderful way for youth to showcase and receive feedback and recognition for their work. 4-H general projects are judged in a conference, this is called "Conference Judging."
During conference judging a 4-H member sits down with the judge at the fair and talks with them about the 4-H exhibit. It is a chance for you to explain to a judge what you have learned from your project experience, and allows time for you to ask a judge questions about your project.

What to expect:

- The interview is as important as the exhibit itself, and each is given an equal "weight" when determining ribbon placing. (50% on the actual exhibit and 50% on the interview.)
- The judge, who is knowledgeable in the project area, determines the ribbon placing.
- Judges will observe, question, listen and challenge you.
- Judges offer encouraging and constructive feedback, as well as, suggestions on how to further explore the project area.

How Can I Prepare?

- Be EXCITED about your project! The 4-H judge wants to hear ALL about your project…
- How did you select this project?
- What did you use as resources or information sources?
- Who helped you with the project?
- Materials, cost, and time spent on the project?
- Talk about your project from start to finish.
- What did you LEARN?
- What were the challenges or hardest parts of the project?
- Consider the deep-thought-provoking questions as a result of your project…
- What did you learn about yourself by completing this project?
- What did you learn that will help you in everyday life in the future?
- Be careful not to use too much text on a poster…
- Use bullet points
- Only have 1 to 3 sentences per photo caption.
- If you are creating a poster and want to share more text or photos – consider adding a notebook which accompanies the poster. (Exhibitors can have a poster and a notebook to explain one project.)
- Photos of YOU doing the project – step by step – in a poster or notebook is FANTASTIC.
- When possible, add 3-D objects to the exhibit.
- On the poster or notebook always include your top 2 or 3 resources or references for the project. (Books, publications, websites, people or offices, etc.)
- Be prepared to tell YOUR STORY about your project with the judge – they want to hear all about it.

Meaning of Ribbon Colors

We use award ribbons to recognize the accomplishments of the 4-H members. Ribbons are awarded using the following standards:

- Cloverbuds: receive 'participation' ribbons, either rainbow colored or green.
- White: "I've tried, I've learned, but there is room for improvement and more learning, to reach a standard of skills and knowledge appropriate for my age and my years of experience in the project."
- Red: "I've tried, I've learned, and I've achieved a level of skill meeting expectations for my age and years of experience, but still have room to learn and do more."
- Blue: "I've tried, I've learned, and have reached most of my goals in this project. I've exceeded the level of achievement expected of me for my age and years of experience, but there still is room to learn and do more."
- Purple/Champion: "I've tried, I've learned, and succeeded in reaching a high level of achievement. I know that I can still challenge myself to reach even higher levels of knowledge and skills in my project." Only one Grand Champion and one Reserve Champion ribbon are given out per project area. Additional purple ribbons are offered in some projects.

4-H Exhibit Rules

Minnesota 4-H has a series of policies to provide continuity in programming from county to county and address risk management of our events and activities at county and state fairs. These statewide policies (z.umn.edu/4h-policies) include but are not limited to:

- Absentee judging of projects (z.umn.edu/4h-absentee-judging)
- Judging experiences for youth with differing abilities or injuries (z.umn.edu/4h-judging-experience)
- Cloverbud Policies and other info regarding age, judging procedures, showing animals, etc… (z.umn.edu/4h-policies)
- Code of Conduct (z.umn.edu/4h-policies)
- Grievance Policy (z.umn.edu/4h-policies)
- IAFE Show Ethics (z.umn.edu/IAFE-show-ethics)

Exhibit Rules

1. Youth will be eligible for all show-related premiums, awards, and participation in the state event when exhibition requirements are met and appropriate permissions are granted by 4-H Program Staff. (Auction participation is a county decision.) Approved early release is an exception to the rule and becomes a 4-H staff, in partnership with the county fair board, decision based on each situation.
2. All youth must be enrolled in 4-H to exhibit, demonstrate, or take part in projects. All work on exhibits entered must be done by the 4-H member and completed during the current 4-H year unless otherwise noted.
3. Note - Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all will receive participation recognition.

4. There are lots of creative ways for youth to share what they've learned beyond a traditional poster or tri-fold display. Here are some engaging alternatives that 4-H'ers might consider:
    - 3D models
    - Virtual or digital displays
    - Videos
    - Interactive experiences
5. Poster exhibits may not exceed 22" wide x 28" high. They may be smaller.
6. Education/Science Tri-Fold Exhibits for all project areas may not exceed 12" deep x 24" wide x 36" high. (Center back 24" wide x 36" high, right and left wings each 12" wide x 36" high.)
7. All exhibits will be evaluated by a conference with the judge. Exhibit judging criteria:
    - Exhibit quality, educational value, attracts attention and holds interest - 50%
    - 4-H'ers knowledge, involvement and ability to explain - 50%
    - The decision of the judge is final and may not be appealed.
8. Floor space for any exhibit should not exceed 20 square feet. If your exhibit exceeds this space limitation, contact the Extension office.
9. All exhibits must be labeled with name, club/group, and county. Other appropriate information for the project (i.e., vegetable varieties) should be included. If the exhibit has multiple pieces, each part needs to be labeled and should indicate 1 of 4, 2 of 4, etc.
10. Opinions expressed through exhibits and presentations are those of the 4-H member and not necessarily those of MN 4-H, U of MN or the county fair/agricultural society.
11. Copyright Law and Infringement:
    - Copyright is a form of protection given to authors and creators of original work. Original work includes a person's ideas captured in writing or as an image, photograph, song, audio recording, or visual recording.
    - All original work – including information found on the web – is subject to copyright protection. The author/creator has exclusive rights to reproduce, distribute, display, perform or make derivative works.
    - Before using another person's work as part of your 4-H exhibit, be sure that the work is subject to fair use, has a creative commons license or that you have requested and received permission (in writing) to use the original work. If an exhibit infringes on copyright law, a decision may need to be made to remove the exhibit from display at the county or state fair.
12. 4-H members who incorporate AI tools or technologies into their projects should clearly cite the use of these resources. This includes, but is not limited to, AI-generated content, AI-driven data analysis, and AI-based project enhancements. Citation Suggestions: provide the name of the AI tool or technology used; explain how the AI was used in the project; include any relevant references or sources as appropriate.
13. The University of Minnesota and 4-H policies prohibit the endorsement of commercial products or services. References to 4-H exhibition cannot be used to indicate support or endorsement of anything that is not official University or 4-H business, whether through clothing, signage, social media, or by mentioning the name.
14. Community Impact Recognition

- Minnesota 4-H wants to recognize youth who are making a difference in their community and are sharing their story through their project(s) and exhibit(s).
- Judges at local and state showcases will place a recognition sticker on each exhibit where the 4-H'er clearly articulates how their efforts made a positive community impact.

- Exhibits and presentations may demonstrate the youth's community impact efforts through:
    - Direct Service: Involves face-to-face interactions with the people, animals, or environment being served - such as distributing meals or cleaning up a park
    - Indirect Service: Involves benefiting a cause or group, but there isn't direct contact with those that benefit - such as fundraising or knitting blankets
    - Advocacy: Involves researching issues of public interest and then encouraging action or promoting awareness - such as promoting mindfulness practices to a school curriculum committee, collecting water quality data for a community organization.
- Note: to qualify as "community impact", the project should primarily benefit someone or something more than you individually, or your family
- If you are showing an animal/livestock project and would like to participate - you can submit an additional exhibit in the related General Projects category (i.e. Leadership, Citizenship, Self-Determined, Horseless Horse, etc).
    - Ex: A 4-H member raises chickens for eggs and supports a local food pantry.
    - Ex. A 4-H member trains and certifies their dog for therapy work, and visits local hospitals, nursing homes, or schools to provide comfort and companionship to patients, residents or students.
- Recipients will be recognized with a sticker and will be invited to apply for additional leadership awards and recognitions.

Code of Conduct

All fair participants, parents, volunteers, and staff are expected to abide by the Minnesota 4-H Code of Conduct. The full code of conduct is available at https://extension.umn.edu/about-4-h/understanding-4-h-policies#code-of-conduct-1611910 In short, we expect everyone to be respectful, responsible, follow directions, promote a spirit of inclusion, and communicate in a respectful manner.

- A dress code is in effect, we expect all to dress in a manner that is appropriate, tasteful and respectful to yourself and others.
- Please avoid clothing and accessories that depict violence, sex, drugs, alcohol, tobacco, death, gangs or other offensive or obscene pictures or language.

- Do not wear clothing that reveals your underclothing, midsection, torso, chest, cleavage or upper thighs. If a dress code is provided for a specific 4-H program, please follow the stated dress code.
- Please demonstrate behavior that is appropriate for a positive role model, and respect others. If any problems or concerns arise, please locate an Extension Staff member immediately.

4-H Dress Code

During the county Fair and throughout the 4-H year, all 4-H members, volunteers, and parents will find a variety of opportunities to represent 4-H. Whether you are fundraising, interviewing, doing community service, or some other 4-H activity, your clothing is expected to be appropriate. "Appropriate attire" always brings with it a diverse definition depending on whose definition you are using.
Whether you are a youth or an adult, parent or volunteer, if you are representing yourself at a 4-H event or representing 4-H at a community event, please use the following guidelines:

- **Best is:** Clean jeans/slacks/skirts or dresses (depending on the venue). Clean and pressed shirt/blouse. 4-H Club shirts are often a good choice. Clean shoes or boots. Clothing free of rips, holes, and tears (even if it is the fashion of the times).
- **Body parts and undergarments:** Underwear or bra straps should be covered. This includes sports bras. Sleeveless shirts should be buttoned up, have a collar, and arm holes that do not reveal undergarments. Tank tops must have wide straps, with arm holes and a neckline where we cannot see your chest, male or female. Camisoles or spaghetti strap tops are not tank tops. Shirts must be long enough to cover the whole body; no belly button view. Shorts should be roughly mid-thigh in length and long enough to cover your rear-end when you are feeding, bending down to pick up trash, or sleeping on a hay bale.
- **No advertising or inappropriate sayings on any clothing**: i.e. clothing must be free of alcohol or tobacco advertisements, bad words, implied bad language, or language that does not depict our mission or message. For example: A youth wearing "Second place is just a first place loser" on a t-shirt would be asked to change. Please help youth choose clothing that is considerate to others.
- **Recommended youth attire for the show ring**: Dress code for livestock members: Exhibitors will enter market class, showmanship and auction ring dressed in showmanship attire (clean and neat apparel, shirt with sleeves, boots or shoes). No baseball caps or sunglasses will be allowed in the show ring. No costumes will be allowed on the exhibitor or animal. Any 4-H Staff, Fair Board staff or livestock committee may deem clothing inappropriate. Failure to comply will result in forfeiture of privilege to show. For safety in the barn, shoes are to be closed, solid toed, and hard-soled. No flip-flops.
- **Youth who are not "making the best better"** may be asked to change into a more appropriate attire. We encourage anyone to wear clothes that are long enough, and fit well enough to your body and bottom regardless of if you are sitting, standing, leaning, kneeling, or sleeping in the sawdust by your animal.

Animal Science (Livestock) Information

Exhibit & Livestock Arrival

- Livestock check-in begins **Wednesday, July 1 at 9:00 a.m.**. Animals should be in place no later than 10:00 A.M. All livestock will have a health check. All animal ID verification will be completed by 4-H staff. **Early arrivals are not permitted.**

Exhibit & Livestock Release

- Exhibit and Livestock release time is **Saturday, July 4 between 3 p.m. and 4 p.m. OR Sunday morning 8:00 a.m. - 11:00 a.m. NO EXCEPTIONS**. Any member removing exhibits prior to release time will forfeit all show related premiums and awards. **Premiums absolutely will not be paid on exhibits or animals that are removed prior to the release time.**

Livestock Show & Judging Schedule:

Wednesday, July 1:
Poultry & Rabbits starting at 1:00 p.m.
Horse Show starting at 2:00 p.m.
Thursday, July 2:
All other livestock (Beef, Dairy, Goats, Sheep, Swine) starting at 10:00 a.m.

Livestock Interviews

Livestock interviews are required for all youth exhibiting livestock. These interviews are a time for youth to talk about their animal exhibits, what they have learned and what they hope to learn in the future. You can review the sample questions, if you would like a copy of these mailed to you please call the Extension Office at 218-935-2226.

Livestock Health Requirements

The Official Veterinarian will inspect all livestock on the opening date of exhibition & daily during the exhibition. The Official Veterinarian will order the immediate removal to a quarantine facility or removal from exhibition premises of any livestock with symptoms of infectious or communicable diseases. This includes livestock with warts or ringworm. Health certificates are not required except:

- Swine: The previously required pseudorabies test will only be required for hogs originating from outside Minnesota or from one of the 10 counties with a phase 3 pseudorabies status. Hogs originating from outside Minnesota or from Rock, Nobles, Jackson, Watnowan, Waseca, Blue Earth, Martin, Faribault, Freeborn or Mower counties in Minnesota must have a negative pseudorabies test. “Originated” means that all hogs born in one of the above 10 counties need to be pseudorabies tested.
- Horses: Coggins test on file with the Extension Office.
- Dogs: Dogs over 6 months of age must have a certificate of valid DHL-Rabies-Parvo vaccination issued by a licensed veterinarian.

Special Awards

We have two special awards that are judged by anonymous volunteers during the fair. They are summarized below, if you would like to review the actual judging sheet, please ask 4-H Staff.

Herdsmanship:

Exhibitors are evaluated on a scale of 0-3, (0 being the lowest and 3 being the highest) in the following areas:

- Animals are properly cared for: Clean and presentable, have access to clean water and food, are being properly cared for. Animals and youth are identified using appropriate stall cards.
- Pens/Stalls/Cages: Cleanliness, bedding is adequate and dry, clear of debris, Tack areas are organized and clean, aisles are free of clutter and presentable.
- Exhibitor: Is welcoming to the public, courteous, available to greet the public, and oversees animals. They are helpful to their fellow exhibitors and a good example of the 4-H program.

Stall Decorating **This year's theme is "When I grow up…"**

- Creativity: Follows theme, utilization of space and equipment in creative or unique ways. Decorations are well-crafted and neat.
- Neatness: Aisles and walkways are swept and free of debris. Stalls are clean and fresh. The area has an overall feeling of orderliness.
- Safety: Decorations are not accessible by animals. Do not obstruct the walkways, no live animals other than the animal in the stall (No, *Finding Nemo* cannot be a fishtank), no fire, no smoke, no pyrotechnics.
- See the judging sheet here: https://z.umn.edu/herdandstallscorecard

Premium Auction

The annual 4-H Livestock Premium Auction is scheduled for Thursday, July 2 at 2:00 p.m. The Premium Auction participants are 4-Hers who earned a blue ribbon on their livestock project in beef, dairy, goat, horse, lama, poultry, rabbit, sheep, or swine. The auction bidders are local businesses and families who support the 4-Hers by donating in the form of bidding. These monies are often used by 4-Hers as they continue their livestock projects in the future.

Important: Participation in the premium auction is a privilege, to participate you must complete the following:

- Online animal ID process must be completed by May 15, 2026 (Cloverbuds are exempt.)
- Market beef & dairy steer deadline is February 18, 2026, all other livestock must be ID'd by May 15.
- Help with barn clean up before and after the fair.
- Work a minimum of 2 shifts at the 4-H food stand.
- Visit at least 3 businesses or individuals and invite them to the premium auction. Please let the Extension office know who you invited.
- Must be enrolled in 4-H.
- Provide adequate care for animals during the fair, be present and willing to help, greet the public, and be a positive role model.
- Must stay until animal release time.
- Must participate in Livestock Interviews.

- Notify Rebekah or Ashleigh that you intend to participate in the auction, so that you can be added to the lineup. Please confirm this during animal check-in.
- After the auction you must pose for a picture with your bidders. Those photos need to be sent to Ashleigh (alomlid@umn.edu) by **Monday, July 6 at 3:00 p.m.**
- The 4-H member must also deliver a "Thank You" to the business or bidder within 30 days of the auction. The extension office will print a general thank you flyer with the member's picture, the member should also have a personalised thank you note to show staff at the time they pick up flyers. Auction participants will be notified via email when flyers are completed. All members need to send in their pictures in order for the flyers to be completed. The extension office can mail these on behalf of the member, member is responsible for bringing the notes or cards into the office by the deadline.
- Premiums are paid to the 4-H Federation and checks are delivered to the 4-Her after the fair. The premium donation is divided between the 4-H Federation and the 4-H member, 20% to the federation and 80% to the 4-H member.
- As a reminder: Families CANNOT just have a business cut them a check. 4-H Fundraisers can't be used for personal financial gain - youth are raising money for 4-H, not for themselves personally.

Animal Science Exhibit Rules

1. All beef, dairy, dairy goat, dog, horse, llama-alpaca, meat goat, poultry (doves/pigeons only), rabbit, sheep and swine shown in 4-H livestock shows must have the required State 4-H ID system, ear tag and/or tattoo. Animal ID data must be submitted online, arrive in the Extension office, or be postmarked no later than May 15, 2026 (with the exception of Market Beef due Feb. 17, 2026).
2. All animals exhibited must be owned solely by the member, member's family or leased by agreement. The family includes the 4-H'ers parents or guardians and siblings living together as a family unit. The definition of family includes an extended family where the animals may be owned by grandparents with the 4-Her's parents actively involved with and working on the farm. Animals owned in partnership with non-family members (as defined above) must be leased and follow guidelines within the lease information.
3. 4-H'ers exhibiting livestock at the County Fair are responsible for the care and feeding of animals they exhibit.
4. Note - Cloverbud exhibits, including livestock posters, will not be judged blue, red and white. Instead, all will receive participation recognition.
5. All livestock exhibits, including showmanship, must be pre-registered. Members in animal projects may exhibit one animal per class, unless stated otherwise.
6. 4-H'ers must show their own animal in the class. If the 4-H'er has multiple animals in one class, another 4-H member(s) from the same county can show the other animals.
7. All 4-H'ers exhibiting livestock at the county fair are eligible to participate in showmanship **and must show their own animal**.
8. Advertising animals for sale and displaying farm, ranch, or sale signs in the show ring is not allowed. The only permissible signs are 4-H stall cards, champion/reserve champion signs, educational signs with performance or pedigree information, and signs with the animal's name. Additionally, only decorations that support the 4-H Youth Development Program are allowed.
9. State Grooming & Fitting Rule:
    - All grooming of livestock at the fair, including clipping, trimming and manipulation of the hair/wool (such as blocking on sheep, pulling up hair on beef and working up top lines on dairy)

must be clearly done by the exhibitor, members of the immediate family (parents, step-parents, legal guardians, grandparents, brothers or sisters) or any other enrolled Minnesota 4-H member.

10. Registered market animals must have registration papers solely in the exhibitor's name, the exhibitor's family name, or the family's farm name; registered breeding animals must have registration papers solely in exhibitor's name, the exhibitor's family name, or the family's farm name or be under lease from any other owners (including partnerships). Registered breeding animals that are leased may have registration papers in the animal owners name or farm name.
11. To show in the registered breed classes, animals must meet the registration requirements for that breed and registration papers must be available. Animals without proper registration papers (crossbreeds and grades) must be shown as commercial.
12. All animal health regulations will be in effect as stipulated by the Minnesota Board of Animal Health and the County Agricultural Society.

State Fair Information

State Fair Meeting will be held after the fair clean up on June 27. This is a time to ask questions about what to expect at the Minnesota State Fair, who is eligible, what is the cost, etc.
State Fair Paperwork is to be returned to the Extension Office by Tuesday, July 7th 2026.

2026 State Fair Encampment dates for Mahnomen County: August 30 - September 1, 2026.

State Fair or State Show Eligibility

1. Trips for State Fair, State Horse Show, and State Dog Show will be selected from blue ribbon exhibits only (see State Dog Show Rules for exceptions).
2. Members selected to represent the county at the State Fair and State Horse Show must have completed sixth grade.
3. To be eligible for a livestock trip to the State Fair, 4-H'ers must have completed Livestock Quality Assurance Training. State Policy: All youth participating as a State Fair 4-H livestock exhibitor in beef, dairy, dairy goat, llama-alpaca, meat goat, poultry, rabbit, sheep and swine must have completed a livestock quality assurance training. There are two training options 1) a 3 hour in-person workshop (LQA&E), or 2) a 1 hour on-line training (YQCA). Youth completing either quality assurance training option will receive a certificate of completion.
4. Exhibitor must complete LQA training prior to exhibiting at the State Fair.
5. Along with their qualifying state fair exhibit trip(s), 4-H members may participate in activities such as Share-the-Fun, demonstrations, Arts-In, cooking events, animal science educational exhibits or judging teams.
6. Competitive events, deadlines, consequences and exemption options (z.umn.edu/4h-policies). Every Minnesota 4-H member is eligible for a "one-time" member exemption. This exemption provides the ability (one-time in a 4-H member's career) for the 4-H member to acknowledge they missed a 4-H deadline related to enrollment or competitive event participation and waive the consequences for the named deadline. Exemptions may be used for county fair pre-entry registration requirements, but may not be used for State Fair trip sign-up deadlines.
7. 4-H youth who have been awarded a 4-H State Fair livestock trip through the local 4-H qualifying show must keep their designated trip animal on the county fairgrounds until the official release time to

remain eligible for the 4-H State Fair trip. In the event that a youth/family requests an early release to travel/attend a national junior livestock show and education event, prior arrangements for early release must be made with and approved by the local 4-H program staff, in partnership with the county fair board. Proof of national junior show participation (program with youth's name, printed class placing information) must be presented to local 4-H staff upon return to the county to maintain eligibility for the Minnesota State Fair 4-H livestock shows.

8. 4-H youth that have been awarded a 4-H State Fair general project trip through the local 4-H qualifying show must keep their designated trip project on the county fairgrounds until the official release time to remain eligible for the 4-H State Fair trip.

Premiums

Project Area	Blue	Red	White
Club Exhibits, Engineering Design Challenge Team	**$25.00**	**$7.00**	**$7.00**
Public Presentations	**$10.00**	**$8.00**	**$6.00**
Clothing & Textiles, Needle Arts, Quilting	**$5.00**	**$4.00**	**$3.00**
Beef, Sheep, Swine, Meat Goat	**$10.00**	**$8.00**	**$6.00**
Dairy, Dairy Goats	**$10.00**	**$8.00**	**$6.00**
Horse	**$8.00**	**$6.00**	**$4.00**
Poultry, Rabbits, Llama-Alpaca	**$5.00**	**$4.00**	**$3.00**
All other project areas unless specified	**$4.00**	**$3.00**	**$2.00**

Cloverbuds: Green ribbon, $2.00 premium.

Showmanship: Grand and Reserve Champion awards only , Grand is $3.00 and Reserve is $2.00 premiums.
Livestock interviews: $3.00 for participation.

General 4-H Projects

Aerospace

Project Description

Share what you've learned while exploring the world of flight! Discover the latest in aerospace technology — from airplanes and rockets to helicopters, drones, and balloons. Aerospace includes anything that flies, whether it's soaring through the sky or traveling into outer space!

Exhibit Suggestions

- Build a model (rocket, airplane, satellite) and identify the parts.
- Explain the science of how airplanes fly.
- Explain how the model rocket flies.
- Design or build your own rocket or airplane and explain how it works
- Identify parts of a hot air balloon and how they work.
- Discover and identify the basic parts of a helicopter and how they work.
- Make and demonstrate a hang glider.
- Demonstrate a drone and how it is used.
- Research UFOs and share your findings.
- Compare and contrast different types of kites (flat, box, parafoil, etc).
- Discuss the pros and cons of different types of flight (airplane vs helicopter vs jet, etc).
- Explore careers in this project area and explain why they interest you

Requirements

- Flyable models should be ready for flight (do not include fuel or engines); recovery systems should be in place and operative.
- Members should be familiar with safety codes in the 4-H curriculum or that accompany the kit.
- Rocket engines or batteries should be removed from planes after judging.

Bicycle

Project Description

Ride for transportation, exercise or competition! If you like traveling, tinkering or racing, you probably like bicycling. Along with taking you from place to place using no fossil fuels, bikes can teach you about safety skills and keep you fit. Your bicycle project could be to take a bike trip, fix up a bike and document the process, plan a community bike race, or learn to ride a unicycle.

Exhibit Suggestions

- Exhibit showing built, restored, reconditioned or rebuilt bikes.
- Display showing types of bikes, parts of a bike, maintenance, traffic rules, bicycling hazards, city/county/regional bike or active transportation plans, how to wear a helmet, equipment used to teach others about bike repair or first aid, etc.

- Documentation (such as slideshow, notebook, picture book, poster or film) of a bike rodeo or other bike event you helped with, or research on some other aspect of bicycling that was presented to a class, committee or service club.

Child & Family Development

Project Description

Share what you've learned about being self-reliant and responsible, how to handle emergencies and develop home-alone skills. Child & Family Development includes home safety, age-appropriate toys, nutritious snacks for children and how to create a poem, story or game.

Exhibit Suggestions

- Toy, game, puzzle, puppets, art/craft materials, etc., made from new or recycled/throw-away material.
- Babysitting kit/travel kit/rainy day kit.
- Original book, story, poem, song, play, cookbook, audio or video tape and narrative, activity book, safety manual for children.
- Scrapbook, photographs, items, reports, video, etc., on family heritage with description of what was learned about self and family.
- A creatively developed program and/or item used for or with a person with differing abilities (i.e. learning difficulties, physically impaired, etc.).
- Display exploring different types of families (nuclear, blended, single parent, childless, foster, etc).
- An educational display explaining foster care/foster families in Minnesota
- Display exploring resources for children alone at home (i.e. activities, games, kits).
- An educational display about youth mental health. Explore strategies to help youth cope with stress, anxiety, etc. with busy bags, sensory bottles/activities, conversation tips, etc.
- Display sharing your experience job shadowing an early childhood education provider, child care provider or another youth worker.
- An educational display with resources available to lower income families (i.e. WIC, Food Shelf, etc).

Requirements

- Exhibitors should be prepared to discuss, in conference judging, the age and other characteristics of the child for whom the exhibit is intended and how the exhibit contributes to the child's growth, development, and well-being.
- If the exhibit is designed to be interactive with children, the item should be used with children before exhibiting and a photograph of this activity should accompany the exhibit. Signs of use will not detract from the placing of the exhibit.

Civic Engagement (Citizenship)

Project Description

Share what you've learned about your community, how decisions are made, what issues exist in your community, and how to take positive action on those issues.

Exhibit Suggestions

- Highlight of community projects and/or civic engagement activities which you or your club completed under your leadership. Include plans of action as well as the impact of each.
- Describe your service project, which may include: how you identified the need in your community, developed a project to address the need, carried out the project, and reflected on the results.
- Illustrate how you've researched, reflected, and learned more about yourself, your family, and your friends.
- Illustrate how you've researched, reflected on, and learned more about your community, its history, and how to be a good neighbor.
- Illustrate how you've developed a tour of a local community, government or community agency; learned how government functions; and learned about police, fire protection, health, sanitation, safety, and tourism in your community.
- Different parts of the world, highlighting their history, government, and decision-making structures.
- Interview decision-makers in your community to learn more about their role.
- Explain how you organized and led tours in your towns, communities, courthouse or historic places.
- How the government works or the functions of various government agencies.
- Community organizations, agencies or service departments like fire departments, police departments, sanitation, tourism, etc.
- Complete a service project and share what you did and why you did it.
- Take a training (ie, Emergency Response, babysitting, CPR/First Aid) to help in your community.
- Food Partner Challenge digital story.

Clothing and Textiles

Project Description

Have you ever dreamed about designing your own clothing or accessories? With a clothing and textiles project, you can learn the basics of design, or sewing construction and how to make simple clothing, accessories, home decor, or other non-clothing related items. Develop skills in design and fashion illustration, business and marketing, technology in sewing, and learn about careers in the textile industry, including how STEM meets textiles with "smart" clothing. Clothing and textiles aren't always about fashion, either. You could sew your own shirt or pillow case, or you could purchase clothes someone else made to design a historical or original look. You could also try "upcycling" a garment by updating or altering a used piece of clothing (like turning an oversized t-shirt into a dress).

Clothing & Textiles exhibits should be finished, clean and pressed for exhibition. Exhibits can be used before showing, but should be cleaned before exhibiting. Garments and sewn non-garments should be appropriate for the skill level and experience of the exhibitor.

Constructed Clothing

Exhibit Suggestions

- Include an information tag listing: pattern company name and number or inspirational photo for design, fiber content of fabric and care instructions.

- Constructed garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Constructed garment utilizing a fabric or technique new to the exhibitor, such as synthetic suede, active sportswear, micro-fibers, satin, etc.
- Using tailoring techniques to construct a garment
- Wearable art that can be included as part of the constructed garment.
- Educational poster or display on a clothing or textiles subject of your choice. Examples: career in industry, difference in fabric, how fabric is made, evolution of clothing, cost comparison, clothing selection, care of fabric, etc
- Garment mended, repaired or recycled, with color photo of original garment and explanation of steps used.

Upcycled Clothing

Exhibit Suggestions

- Significant alterations to a garment. Examples: oversized t-shirt made into a cinched t-shirt dress, altering the style of the garment, updating an old prom dress to make it current, etc.
- Wearable art that can be added to purchased garment.

Requirements

- An upcycled garment is one that is constructed from a previously worn garment that has been updated/altered in a way to produce a new garment.
- Colored photo of original garment and colored photo of new garment

Purchased Clothing

Exhibit Suggestions

- Additional information that could be included in 8 ½” x 11” binder:
  - Cost per wear
  - Cost comparison (construction vs. purchased)
  - Inventory of wardrobe (not including undergarments)
  - Educational facts about fabric in garment(s)
  - Additional photos showing ways it can be used in existing wardrobe
  - Accessories/shoes worn
  - Any other educational information not listed above
- Purchased garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, outerwear, etc.
- Pre-used garments not altered. Examples: thrift store, garage sale, hand-me-down, etc.

Requirements

- The purchased garment or outfit must be accompanied by an 8-1/2" x 11" binder with the following information:
  - Colored photo of member wearing the garment. Label photo with name, county, and color of complexion, hair and eyes.
  - Cost of garment and explanation of why garment was purchased

- Fabric content and care of garment
- Examples of ways it will be used in existing wardrobe
- Sale receipt and tags, if available

Sewn Non-Garment

Exhibit Suggestions

- Non-clothing sewn, constructed item. Examples: simple home or clothing accessory item such as a pillow, apron, book bag, belt, placemat, gym bag, sewing kit, etc.
- Non-clothing article using a pattern or your own idea.

Requirements

- Include an information tag listing: pattern company/kit name or source, fiber content of fabric and care instructions.

Fashion Revue Constructed Clothing

Fashion Revue Purchased Clothing

Fashion Revue Upcycled Clothing

Exhibit Suggestions (All Fashion Revue)

- Judging is on the overall completed look which includes the outfit, accessories and overall appearance

Requirements (All Fashion Revue)

- Participants may model any clothing they have constructed, purchased or upcycled as a part of their 4-H clothing project.
- Garments are required to be modeled during conference judging and fashion show.

Note: At State Fair, clothing exhibitors can use the same garment to participate in both fashion revue and the corresponding clothing & textiles project in the same year. Example: Constructed fashion revue exhibit can be judged in the constructed clothing area (or vice versa).

Cloverbuds

Project Description

A cloverbud project can be any kind of project that youth in grades kindergarten through 2nd grade want to do. They could put together a Lego® creation, make a cardboard car, build a birdhouse, paint a picture, sculpt something in clay, research an animal, take a photograph, share a science experiment, or anything else they may want to do (provided it's safe for the child). Coming from the child's interests, a cloverbud project should get them excited about project learning and wanting to do more.

Cloverbud General Exhibit

Cloverbud Animal Science Exhibit

Exhibit Suggestions

- We encourage cloverbuds to review the project area requirements in the general project and animal science project areas to learn more about what would be required of their project when they reach 3rd grade. (e.g. Photography- pictures require a mat and cannot be framed, recipe card with food project)
    - General exhibits could include: 3 cut flowers in a vase, a potted plant, vegetable or fruit art, a nutritious food snack (include a recipe card), a simple item you made for your home like a pillow, placemat, decoration, etc., rock collection, paper bag puppet, 4 interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of. (Think about how your exhibit will be displayed at the fair, review the general project requirements within the specific project area for ideas for displaying or hanging your exhibits, poster or display sizes, etc.)
    - Animal Science posters could include how you care for your animal, animal breeds, fun things your animal can do, what your animal eats, etc.

Requirements

- Cloverbuds are youth who have completed grades K-2. Cloverbud programs emphasize cooperative rather than competitive experiences—in accordance with our guidelines all cloverbuds will receive a participation ribbon, rather than the blue, red, white or champion ribbon.
- Cloverbud general exhibits can be made at home, at a 4-H or non 4-H meeting or event.
- Cloverbud animal science areas include live animals or posters in the following Beef, Dairy, Dairy Goat, Dog, Horse, Llama-Alpaca, Meat Goat, Poultry, Rabbit, Sheep & Swine. Animal-related project areas must follow the MN 4-H Cloverbud policy (z.umn.edu/4h-cloverbud-Info) that requires a responsible person be with the Cloverbud members at all times during Cloverbud activities when in the presence of an animal. This includes pet and livestock projects.
- Review the Cloverbud Information Sheet (z.umn.edu/4h-cloverbud-Info) to ensure the exhibit is developmentally appropriate and follows 4-H cloverbud policies.

Note:

- There are no State Fair trips in this division.

Consumer Education and Money Management

Project Description

Share what you've learned about being a good consumer as you explore smart shopping, income and expenses, saving money, credit, and needs vs. wants.

Exhibit Suggestions

- A budget workbook, income/expenses graphs, impact of supply chains on consumers, savings plans, etc.
- Junior exhibitors: a basic comparison of similar products with different pricing.
- Intermediate exhibitors: include additional aspects of products other than just price
- Senior exhibitors: compare numerous components (nutritional value, cost per ounce, fabric content, longevity, etc).

Crafts and Fine Arts

Project Description

Express yourself, be creative and make an impression! It will be messy and fun as you work with all kinds of materials to create something that no one has seen before. A fine art project is something you develop from your own ideas and imagination. A craft project develops from someone else's ideas and can be easily replicated, modified and repeated by others. Whatever the project, a crafts and fine arts project teaches you skills, techniques and tools in drawing, painting, sculpting, printing, fiber arts ceramics, glass arts, graphic design, etc.

Crafts

Exhibit Suggestions

- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring masterful craftsmanship.
- Work directly from a kit, diamond painting, social media influenced/inspired, LEGO kits, model replicas, no sew/tie blankets, ceramic casts, paint by number, etc.

Requirements

- Each exhibit will be evaluated on its individual merit as a craft/kit.
- Emphasis is on the creative process and the implementation of design elements and principles. The craft/kit exhibit develops from someone else's ideas and can be easily replicated, modified and repeated by others.
- All projects need to be presented in a finished manner.

Fine Arts

Exhibit Suggestions

- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring mastery.
- Original work (no kits) in drawing, painting, sculpture, paint pouring, textiles, pottery, jewelry making, fiber art, quilling, etc

Requirements

- Each exhibit will be evaluated on its individual merit as an original fine art.

- Emphasis is on the creative process and the implementation of design elements and principles. The fine art exhibit should show proof that it is developed from the 4-H'ers own ideas and imagination.
- All art objects must be appropriately finished. For state fair eligible: exhibits must be ready for hanging, displaying, etc. (i.e. wire or hooks on paintings, bases for 3 dimensional work, etc.)

Creative Writing

Project Description

Exhibits could include written short stories, poems, essays, play scripts, speeches, memoirs, social media posts, articles, blog posts, graphic novels, etc.

Exhibit Suggestions

- Series of original poems.
- An original short story.
- A children's story or a story written specifically for young children, typically includes illustrations
- Series of social media posts or an article educating the public on a topic you are passionate about.
- An original graphic novel including characters' dialogue, plot line and illustrations.
- A display on the different types of poems or your favorite author
- A display on "What is Creative Writing?"

Requirements

- Creative Writing exhibits should be an original written piece; if the work of others are quoted or included, be sure to include proper citation.
- Display your work in a way that can be viewed by fairgoers (printed in a binder, written on a canvas, hung on a display, etc.)

Electricity

See "Mechanical Science" section

Engineering Design

Project Description

Engineering design projects are the creation, building, or tackling of solutions. Key to these projects is employing the engineering design process to effectively develop solutions.

Engineering Design

Exhibit Suggestions

- Using everyday items to build a simple machine to complete a simple task
- Using everyday items to create a product to solve a real-life situation
- Explore Engineering Design by using LEGO bricks to build and test creative solutions to real-world challenges or buildings

- Engineering a bridge – using everyday items to create a bridge to sustain 5 pounds of weight
- Engineering an amusement park ride - Use KNEX or other materials to design and build an amusement park ride
- Engineering a catapult/trebuchet – use everyday items to create a machine to launch a marshmallow a minimum of 3 feet
- Engineer a wind turbine to solve a problem (for example: using wind energy to lift a bucket)
- Explore careers in this project area and explain why they interest you

Requirements

- Provide a drawing of your design, including a description of the idea, problem or challenge being solved and an explanation of how the design process was used to develop a solution.

Engineering Design Challenge Level 1 & 2

Engineering Design Challenge Team Member:

- Rookie Level - grades 3-8, 5 steps
- Level 1 - grades 3 -8, 10 steps
- Level 2 grades 7 - 12, 10 steps

All members of the team must register to participate

An Engineering Design Challenge machine is based on a Rube Goldberg-type machine, an overly complex contraption designed to accomplish a simple task. The best machines use a variety of everyday items to create a series of chain-reaction steps to accomplish a simple task. In the project, youth employ engineering, physics, humor, and storytelling to create their machine.

Exhibit Suggestions

- Machine (tabletop)
- Display, binder, poster, and video illustrating the process of doing the activity/project

Requirements

- Please refer to the Engineering Design Challenge Handbook (z.umn.edu/4hedc) for complete details.
- Team size: 2 to 9 members
- The machine must complete a minimum of 10 steps
- The machine must operate in 2 minutes or less
- Machine size is 36 inches by 36 inches (standard card table)
- Describe how an engineering design process was used to complete the project.
- Provide a journal record illustrating the process of completing the project.
- Teams advancing to the State Fair will need to submit a video prior to attending the State Fair.

Note:

- The Engineering Design Challenge opportunity will take place at the Minnesota State Fair. Teams will participate in-person and present their machines for judging during their general encampment. Videos of machines running will be needed for the MN State Fair. Youth under 6th grade will receive

participation ribbons only. Please refer to the Engineering Design Challenge Handbook (z.umn.edu/4hedc) for complete details.

Entomology

See "Natural Resources" section

Environmental Science

See "Natural Resources" section

Exploring Animals

Project Description

Intended as an introductory project area for youth who have limited experience with livestock/animal science. This area is a pathway to more in-depth study of the animal.

Exhibit Suggestions

- Show or explain something 4-H'er made, did, learned, or may explore consumer issues, breeds or careers.
- Exhibit of an animal being explored.
- Explore basic care & handling, basic feeding, basic housing, animal welfare & ethics, etc.

Requirements

- This area is for 4-H'ers who wish to learn more about a given species. Animal ownership is not required.
- Exploring Animals include: Beef, Dairy, Dairy Goat, Llama-Alpaca, Meat Goat, Poultry, Rabbit, Sheep or Swine.
- Youth interested in cats, dogs, horses or other domesticated pets (guinea pigs, snakes, rats, etc) should see appropriate sections of the premium book.

Fishing Sports

Project Description

Share what you've learned about fish species, exploring habitats or trying different fishing techniques and equipment.

Exhibit Suggestions

- Fish identification. Describe the habitat and food needs of selected fish; develop a panel display explaining the life history of a fish; create a model or exhibit identifying the parts of a fish.
- Fishing Knots: Identify how and where each knot is used; fishing equipment which is made or repaired such as lures, fishing rods and reels, ice fishing rig, or other fishing equipment
- Safety practices and techniques that are related to fishing (& ice fishing) or boating
- Examples of how water quality affects the fish ecosystem

- Display or diagram of aquatic habitats or invasive species
- Tactics to fish for various species of fish, techniques and equipment used
- Cultural aspects of fishing
- Regional differences across the US/world. (Types of fish, environments, ways to fish, considerations)
- Research commercial fishing for food industry
- Explore careers in this project area and explain why they interest you
- Local Department of Natural Resources fishing regulations

Requirements

- If any lures or pieces are part of a display, ensure that pieces are secured and hooks are not going to be a safety concern (enclosed).
- Do not include live fish as part of the exhibit.

Foods and Nutrition

Project Description

Everyone eats, but not everyone makes healthy eating choices. Learn how to pick healthy foods, prepare nutritious meals and make smart food purchases.

Foods

Exhibit Suggestions

- Food items such as:
  - Bars & Cookies (no commercial mixes)
  - Breads (no commercial mixes)
  - Cakes (no commercial mixes)
  - Pastries (no commercial mixes)
  - Gluten Free Baked Goods
  - Homemade Meal
  - Other Homemade Food
  - Fun with Convenience Foods
  - Recipe Adaptation to Improve Nutrition
  - Cake/Cupcake & Cookie Decorating
- Food science experiment
- Exhibit showing food and/or kitchen safety.
- Investigate food allergen of your choice
- Careers in the food industry

Requirements

- Exhibit may be food items and/or displays.
- Exhibitors should be prepared to discuss with the judge: recipes, references, information sources, methods, etc., as appropriate to that exhibit.
- Exhibits containing perishable foods, which may be discarded, must include a colored photograph of the food. Print the photo and recipe on an 8 ½” x 11” paper.

Notes:

- If food safety is a concern, judges reserve the right not to taste and/or judge foods items.

Nutrition

Exhibit Suggestions

- One serving of nutritious food (vegetable or fruit dish, snack, bread, dairy, etc.). Include an 8 1⁄2 x 11 poster showing nutritional value, recipe, and a photo of the food.
- Study of nutrients needed for yourself or someone else, using the dietary guidelines and MyPlate.
- Make a food or fitness plan for yourself or someone else and show how it relates to nutritional and energy needs. (Example: an athlete on a volleyball team, a teen who doesn't have a lot of time).
- Adapt a recipe(s) to show healthier ingredient choices.
- Study of how physical fitness and/or food choices are related to disease (such as: cancer, heart disease, osteoporosis, diabetes, etc.).
- Study of labels from similar food items, comparing important nutrient content like fat, fiber, and sugar.
- Explore nutrition-related careers

Food Preservation

Exhibit Suggestions

- Suggested exhibits include one (1) jar or one (1) bag of product:
  - Vegetables or fruits
  - Jams, jellies, preserves, low-sugar spreads (no frozen)
  - Pickled products (fermented or added acid, including pickles, sauerkraut, relishes, salsa).
  - Meats, poultry and/or fish. (Fish must be in pint jars.) Must be processed in a pressure canner.
    - Note: Preserved fish count toward the limit that can be in your possession.
  - Dried vegetables or dried fruits.
  - Dried herbs.
  - Beef or venison jerky.
- Learn about cottage food producer requirements in Minnesota
- Display about different methods of freezing foods
- Explore commercially available freezer bags to see which produces the best quality
- Display about preserving foods that you've hunted and/or caught
- Research different methods for harvesting and preserving butchered meat
- Make a poster about making freezer jams/jellies
- Research illnesses you can get from improper food preservation
- Teach others about safe canning methods
- Display about canning equipment and its purpose
- Learn about preserving foods in a pressure canner
- Compare current food preservation techniques with those used in the past

Requirements

- Consult the authorities (University of Minnesota Extension/other state Extension publications, USDA, National Center for Home Food Preservation) and follow the recommendations for the year (or closest to) for all recipes, procedures, and processing times. Recipes from pectin packages, etc. are acceptable.
- All food preservation exhibits must be labeled or have a note card that includes county, name, grade, product, style of pack, processing method (boiling water bath or pressure canner), date, processing time, date processed and source of recipe. Pressure canned items indicate dial or weighted gauge and how many pounds of pressure used.
- Jars must be heat-tempered clear glass canning jars, not commercial glass jars (i.e. glass mayonnaise jars).
- All jars must be sealed. Jellies and jams must be covered with lids.
- Use pint jars for fruit, vegetables, and fish; one-half pint jars for jams and jellies; 2- 1 pint jars or one quart jar for pickled products.
- No artificial food coloring should be added to entries.
- Dried foods may be stored in glass jars, self-sealing plastic bags or airtight plastic bags. The quantity of dried foods should be: fruits and vegetables 1/2 cup or more of each, herbs - 1/4 cup of each in whole leaf form, 3 strips of meat (i.e. venison or beef jerky).
- Foods must be preserved within the past year.

Food Revue

Exhibit Suggestions

- Exhibitors may bring to the county showcase experience: one item of food from the menu; a place setting which includes dishes, silverware, linens and centerpiece for the course in which food is served.

Requirements

- The display must be no larger than 30" square.
- Food Revue will be judged on food and nutritional knowledge, menu design/theme, table setting design, and cost information.
- Must include binder, which includes: Cover page, menu, cost, nutritional information, picture of place setting, picture of food, and one or more pictures of you in action preparing your meal. May also include a small poster of the menu, photo of exhibit, etc. May also include a recipe.
- Note: the judge may or may not taste the food.

Forest Resources

See "Natural Resources" section

Geology

See "Natural Resources" section

Global Connections

Project Description

Lessons on Global Citizenship are as close by as your local grocery store, library, highway or high school and can be as far away as places like Oslo, Nairobi or Hong Kong! Share what you've learned about exploring different cultures - including cultures in your own community, or around the world. Learn about similarities and differences in government, history, people, art, and/or traditions.

Exhibit Suggestions

- Explore your own culture. What are the important elements of your culture and how is it different from other cultures?
- Make a display of coins, stamps or postcards from other countries. How are they used? What is the meaning of the images on them?
- Record an oral history interview with someone from another culture living in your community.
- Service learning: Teach English to non-native English speaking people. What did you learn from doing this?
- Make a collection of foreign recipes and prepare them for others. Consider Hmong or Somali cuisine, or that of another Minnesota group.
- Develop a travel plan to a country of interest highlighting the important landmarks to visit and experiences to take part in.
- Prepare an exhibit of items, pictures, maps, charts, slides/tapes, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history.
- Illustrate what you have learned about a country's or U.S. region's geography, economy, agriculture, people, language, housing, culture, music, crafts, clothing, holidays or other aspects.
- Pick a country to study, then look up which one of the fifty U.S. states has a similar population to that country. Create a presentation documenting the similarities and differences between the identified country and the state based on the following topics:
    - Climate and weather
    - Culture and traditions
    - Food and cuisine
    - Language

Health & Wellness

Project Description

Explore anything you want related to how we can stay physically and emotionally healthy. Learn how to be active, eat right, stay safe and teach others how to lead a healthy lifestyle.

Exhibit Suggestions

- Research and report on a health issue of your choice.
- Report on a community service project that you conducted or volunteered with that relates to a health issue or addresses a community need.
    - Include objectives, audience, timetable, program description, materials, community support and evaluation.

    - Examples might include food distribution centers, homeless shelters, vaccine clinics, blood drives, community run/walk events such as a 5K,
    - Share the results of a service project you conducted in your community to address a health-related need.
    - Make a personal connection with an organization or group working to address health disparities or health inequities in your community (for example, availability and access to safe and affordable housing).
- Conduct a community health assessment for your county, tribe, city or school. What are they doing well to support people's wellbeing? What challenges have arisen? What solutions are they offering to support the community? What will you do now that you have this information?
- Research resources that are available to you in your community. Does this provide information useful to you or your peer group? What did you learn and do with the information?
- Organize a peer support group, conference, a seminar, a workshop, or a chemical-free party. What is your goal in creating this group?
- Promote health through campaigns, activities, and events centered on specific health issues.
    - Create a health day/week at school or arrange a health topic at your 4-H club meeting.
    - In collaboration with others (school, peers, etc.) develop an “anti-bullying” campaign to address Social Media Health.
- Create a Day in the Life Timeline to identify how you spend your day -
    - Where can you set goals to include more healthy practices such as mindfulness, fitness, movement, more fruits or vegetables, etc.?
    - Share some ways you incorporate self-care and/or mindfulness practices into your daily routines.
    - How do you manage schedules/Stress Management?
    - What steps do you take to ensure you are nourishing your body throughout the day?
- Create a video or musical production addressing a cause that’s connected to health and wellness.
- Design a model of the human skeleton and label the bones or learn about other organs and systems of the human body
- How does fitness, motion, or athletics fit into a healthy lifestyle for you
- Careers in the health science industry

Home Environment

Project Description

The home environment project is about the physical environment of the home. You could learn about decorating, arranging furniture for ease of use and aesthetics, or how to landscape a garden space to make a cozy outdoor space.

Exhibit Suggestions

- Finished or refinished item, or reupholstered furniture with before and after photos.
- Repaired, restored, remodeled or upcycled item for the home.
- An article remade or reclaimed for the home with a link to the past, including history of use.
- Description, diagrams/photos, samples and cost of a redecorating or remodeling plan showing before and after.
- Item creation for the home - for appeal or for practical use.

- Home organization and functionality (i.e. make a spice rack).
- Environmentally friendly home improvements; assess energy efficiency.

Requirements

- Members exhibiting in this project should be prepared to discuss how their exhibit applies to the home, how and where it is used or displayed, and all details of how it was made or selected.
    - They should know about the subject matter of the specific exhibit, the materials used, how and why it was done, costs involved, and alternatives considered
- A photograph and details showing its place in the home environment must accompany exhibits that are items for the home.
- Pictures and wall hangings that are exhibited should be finished.
- Purchased kits are allowed to be used.

Horticulture

Project Description

Horticulture projects emphasize hands-on learning in the growth and care of plants, including annuals, biennials, perennials, houseplants, vegetables, fruits, and ornamental plants. Exhibits should demonstrate sound horticultural practices, plant health, and youth learning.

Flower Gardening

Exhibit Suggestions

- When exhibiting cut flowers, we suggest:
    - three stems of one variety of annual flowers, or
    - one stem of a hardy perennial, or
    - one stem of summer flowering bulbs, or
    - one blossom of a tea rose, or
    - one stem of a hardy shrub rose.
- Flower bouquet or arrangement on any theme.
- Display of dried flowers with a card explaining the drying method.
- My Flower Garden - Exhibit on poster board, not to exceed 22 x 28". Include a plan of the garden drawn to scale, the correct variety name and pictures (or photographs) of the flowers grown. Be prepared to discuss the process from soil preparation to blooming.
- Educational Exhibit showing the principles of propagation or reproduction, nutrition, culture and physiology (how a plant lives and grows).
- A display using a 4-H project kit showing how plants or vegetables absorb color and change their leaf color.

Requirements

- Label each container according to kind or variety.
- Outdoor living flowers and plants are to be exhibited in this area (including Outdoor Fairy Gardens)

- Live plant material will be accepted if it can be maintained in a fresh condition with ease.

Indoor/Outdoor Gardening

Exhibit Suggestions

- Two or more varieties of house plants with common and botanical names.
- Terrarium or dish garden: consider the terrarium material of general terrarium plants of native and woodland plants of Minnesota.
- Educational exhibit showing plant propagation, plant history, forcing bulbs, the life cycle of a flowering plant, etc.

Requirements

- Indoor/outdoor living flowers and plants are to be exhibited in this area (including Indoor Fairy Gardens)
- Potted Plants:
  - Flowering plants should be in bloom.
  - Foliage plants should be in vigorous condition.
  - Plants should be grown in the exhibited container for at least one month prior to the fair.
- Plants In Hanging Containers:
  - The container for the plant should not be more than 10" in depth or diameter.
  - Maximum total length of hanger and plant should not exceed 4'
  - Evaluation will include appropriateness of plant for a hanging container, condition, arrangement, hanger to container to plant relationship, and plants being well established.
- Terrariums:
  - The terrarium may not exceed 24" in any dimension.
  - Terrarium should be planted four to six weeks ahead of exhibiting.
  - Members must be able to identify all plant materials in their terrariums and know why they were selected for use (quality, container and design).
- Fairy Garden:
  - Must include at least two types of live plants.
  - Gardens can be in an indoor container or outdoor display, with clear labeling of plant species.
  - Exhibits may include a brief written description (maximum 100 words) explaining the theme or story of the garden.
  - Plants should be grown in the exhibit container for at least one month before the fair.

Landscape Design

Exhibit Suggestions

- A 3D model of a landscaping design (24x36 inches)
- A binder detailing the exhibit with photos, design, budget, key explaining certain pieces in the design, etc..
- A colored design of the layout with colors. Adding explanation of why certain colored plants and what they add to the design.

- Using a computer and designing landscaping, garden areas or new treeline development.
- A display about turf management of golf courses vs baseball fields and why certain types of grasses are used.
- Types of turf grasses for home use.
- Creating a landscape project for a nursing home, hospital or other places with people in care. Using plants or bird feeders for patient comfort.
- Discussion options of either annual or perennial plants used.
- Pollinator gardens

Requirements

- Include a design (paper or 3D model)
- Itemization of supplies, plants, trees, grasses, rocks, bricks, pavers, gates/fences, structures, and other materials used in the design
- A budget
- If multi-year, describe the yearly benchmarks.
- Identify software or computer programs used.
- Mentions elements of landscape design such as: Balance, Focalization, Simplicity, Rhythm and Line, Proportion, and Unity.

Industrial Technology

Project Description

Use tools to build a project of your choice and develop skills in shop, metal work and woodworking.

Metal Work

Exhibit Suggestions

- Metal work is the creation of metal structures by cutting, bending and assembling processes. It is a value-added process involving the creation of machines, parts, and structures from various raw materials. Could also include a display on properties, uses, or processing of metals
- It is encouraged that youth provide a binder or supporting documentation about the work on the project - pictures of the process, statement of materials purchased or tools utilized etc.

Woodworking

Exhibit Suggestions

- Woodworking is the skill of making items from wood (or wood substitute/alternative product), and could include cabinet making (cabinetry and furniture), wood carving, joinery, carpentry, woodturning or other wood manipulation techniques. Could also include a display on properties, uses, or processing of wood or wood alternatives.
- It is encouraged that youth provide a binder or supporting documentation about the work on the project - pictures of the process, statement of materials purchased or tools utilized etc.

Note:

- Please contact 4-H staff if your project is an oversized exhibit.

Mechanical Science

Project Description

Includes (but not limited to) automotive, implement, heavy equipment, recreation vehicle, small engine, tractor, electric, type of projects. Includes past projects of Electric, Small Engines and Tractor.

Exhibit Suggestions

An exhibit focusing on any mechanical science area such as (but not limited to) automotive, implement, heavy equipment, machine, recreation vehicle, small engine, tractor, electric:

- An educational display of some aspect of a machine or a piece of equipment use, operation, modification, repair, care, reconditioning, etc.
- An educational display on the history, purpose, technology or design of a machine or a piece of equipment.
- Engine that has been reconditioned or repaired.
- A device constructed by a member utilizing a powersource.
- Restoration of an engine, vehicle, tractor, machine or implement (body work and/or mechanical)
- Modification of an engine, vehicle, tractor, machine or implement
- If bringing an engine, vehicle, tractor, machine or implement as a project, consider including a binder or display outlining your project process from research to project completion.
- Diagram of wiring in your home/farm showing switch locations, fuse boxes, wire size, capacities, fuse sizes, total bulk wattage, appliance wattage, number of circuits, and type of wiring installation.
- Explore careers in this project area and explain why they interest you

Requirements

- Motorized projects must adhere to safe building and operating design.
- Check space and transportation requirements for large exhibits with your local Extension Educator. Large exhibits may be displayed outdoors
- Fuel must be removed from exhibits for display (fuel can be added for judging purposes, but then removed after judging for safety purposes).
- A colored wiring diagram or schematic must accompany all electric and electronic exhibits. Safety must be reviewed when working with electricity.

Natural Resources

Project Description

To include; Entomology, Environmental Science, Forest Resources, Geology and Water Resources projects

Entomology

Project Description

Share what you've learned with the study of insects and how they play a big part in our earth's ecosystem and food supply.

Exhibit Suggestions

- Projects can include but is not limited to life history displays (e.g. insect life cycle, honey production process, etc), scientific investigation (e.g. insect habitats or effects of environment factors on insects), insects in current events (e.g. pollinators, butterfly tagging, invasive species, protected or declining species), insects in our ecosystem (food source, roles in food production, behaviors, health or disease, etc)
- Live projects (e.g. bee or ant colony)
- Utilize the scientific method to learn about insects. Remember to introduce the subject, describing the process (materials and method), predicting an outcome, stating the results, and discussing any conclusions. Get involved and share what you learned through citizen science projects.
- Collections- cases can be purchased through a variety of vendors or homemade.
    - Specialty insect collection can include but is not limited to a collection of a single order (e.g. Coleoptera or Lepidoptera), a collection of immature insects, a collection of insects from a particular habitat (e.g. aquatic, forest, or prairie) or a collection of economic pests of a specific crop (e.g. insects attacking corn).
    - General collection- starter collection should have 10-20 insects, goal is to get to 50 species of adult insects representing at least 8 orders. Each year add or replace insects. A full 50 species case would be approximately 19" x 16.5" x 3" to 24" x 18" x 3".

Requirements

- Live projects (e.g. bee or ant colony) will be accepted if the project can be self-sustaining for up to 14 days without special care. A written report or journal should accompany the project. Pictures, drawings, charts, tables, or other figures may be used.
- Collection shall be contained in one see through enclosed case. Arrange so that the case may be displayed in a horizontal position. Place the project label on the lower right corner of the top.
    - Specimens must be collected by the exhibitor. Purchased insects are not acceptable.
    - Specimens must be properly pinned with insect pins. Small insects may need to be placed on cardboard points.
    - Specimens must be properly labeled.
        - The location, date, and collector must be included on the labels. County and state (and country, when applicable) are minimum location information that should be included. It is valuable to include the nearest town or township where the specimen was collected, the type of habitat it was collected from (e.g. on elm tree; on lake shore; indoors.), and the common name of the insect.
        - All labels should be visible so they can be read. Use a permanent ink marker, pencil or print labels from a computer.

Environmental Science

Project Description

Share what you've learned about the relationships and interactions of plants, animals, humans, and their ecosystems through the specific challenges they face and/or solutions they offer.

Exhibit Suggestions

- Environmental challenges, such as climate change, pollution, erosion, etc., describing the causes and their sources, its effect on people and other living things, and potential solutions. This could include news clippings and other media about an environmental issue that you care about.
- Phenology journal used to keep track of environmental changes throughout a season.
- Showcase your participation in an event such as a BioBlitz or naturalist program, or other citizen science project to collect data and/or raise awareness.
- Complete a community map or assessment, to observe environmental needs and community assets.
- Vlog detailing hiking, camping, paddling, backyard, and other explorations/adventures
- A display or journal of Minnesota plants, insects, animals, birds or fish. Include pictures or drawings and information on habits, foods, and shelter needs.
- Collection of wildflowers growing near where you live or a place you visit.
- Experiments related to local environmental engineering and/or technology applications: such as urban design, pocket prairies, roadside management, eco-friendly buildings, etc.
- Pros and cons regarding a specific piece of environmental policy and/or management.
- Choose one living thing in the forest, field or stream and make a display to describe its ecosystem and/or the flow of energy throughout the ecosystem.
- Investigate an invasive, threatened, or extinct species in your area. Where do invasive species come from and is it considered invasive in its native area? What threatens them and what can be done about it? Why do species go extinct and as that happened in the area where you live?

Requirements

- Follow local or state policies for collecting, removing and/or transporting plants and other organisms

Forest Resources

Project Description

Share what you've learned about the importance of trees and forests and find ways to help with conservation.

Exhibit Suggestions

- Identify the parts of a tree and what they do with a poster or collection of leaves, seeds, needles, etc.
- Show tree growth; annual ring cross-sections; make a seed collection.
- Prepare a report with drawings about your favorite tree--include name of tree, drawings or pictures of tree, facts and uses of the tree, and other appropriate information.
- Show layers of the forest; renewable versus non-renewable resources; forestry careers; leaf and twig identification; taxonomic keys; nutrient road maps.
- Forest ecosystem health such as succession; tree and forest measurements; fire's effect on the forest; how trees grow; forest types; harvesting methods; pathology of the forest; invasive species; human impacts on the forest.
- Photographic display or report on forest products or industries, including maple syrup production; wood products; Christmas trees or others (recreation, wildlife, etc.).

- Woodland management such as policies created by the U.S. Forest Service or specialized design including shelterbelts/windbreaks and urban forestry.
- Human health benefits from trees, and what role trees play in global ecology.
- Organize or take part in a mass tree planting and calculate the amount of carbon that will be offset
- Explore the history of forestry through the lens of indigenous practices or the effects of treaties. How have these relationships impacted people and landscapes?

Requirements

- Follow local or state policies for collecting, removing and/or transporting plants and other organisms
- Specimens should be mounted on cardboard or other sturdy material.

Geology

Project Description

Share what you've learned about geologic earth structures or features and materials used to make everyday objects.

Exhibit Suggestions

- Display of rocks, minerals, gemstones, a rock plate; can be displayed in an egg carton for younger youth, or in a display case as youth progresses in the project; include in the display, labels of specimen name and location collected.
- Rocks, minerals, or fossils from within Minnesota or on a definite theme such as metamorphism, weathering, quartz minerals, ores, or a theme of your own choosing.
- Polished rock specimen; include an unpolished specimen of each rock type for comparison.
- The "science how's and why's" dealing with the principles of geology and natural earth sciences.
- Explain the three main rock types (Igneous, Metamorphic, Sedimentary) include examples of each.
- Model of a geologic earth structure or feature such as volcano, mountain range, plate tectonics, earthquake, cave, glacier.
- Timeline of geological time scale.

Water Resources

Project Description

Share what you've learned about how to protect wetlands and water quality, and how we depend on our state's wetlands

Exhibit Suggestions

- Demonstrate water's unique chemical/physical properties, such as how heat and salt affect water density or how a wetland ecosystem changes throughout the seasons
- How water is necessary for life, such as a display on water/wetland ecosystem services like filtration or nutrient cycles from plants
- How water connects earth systems like a poster displaying your local water cycle or watershed

- Research your local water body's thermoclines or nutrient cycles
- How water is used by people, such as:
  - A record tracking your family's water footprint at home, or
  - A model showing stormwater runoff, or
  - A map showcasing water accessibility or insecurity in a specific region of the world
- Water/wetland resource management measures like erosion control practices, and terraces, or a map of local, regional, state, or global water bodies and water quality.

Requirements

- Follow local or state policies for collecting, removing and/or transporting plants and other organisms

Needle Arts

Project Description

Make it yourself! Use your creativity and skill in knitting, crocheting, embroidery or counted cross stitch to make a unique sweater, scarf or other creations.

Exhibit Suggestions

- Any item made by the member using the techniques of knitting, crocheting, embroidery and crewel, counted cross stitch, needlepoint, hardanger, weaving, appliqué, latchhook, tatting, hand embellishments, felting, hand embroidery.
- Consumer Product Analysis: Comparison and evaluation of materials, supplies, or accessories used for a needle arts technique.
- Poster or display showing how needlework product is or could be priced, advertised and marketed.
- Poster or display comparing different techniques of a particular needle art (ex. different felting techniques, different stitches).
- Poster or display showing how to care for your project supplies (ex. storing, organizing, cleaning).
- Historical/Cultural Study: Story, poster, or display about a needle arts heirloom from your family or local history museum. Exhibit must include information about how item should be preserved.

Requirements

- This project area is for projects created using a hand needle, hook, shuttle or loom.
- Each exhibit must include a consumer information tag, if appropriate, with the following information: pattern name and source, fiber content, and care instructions.
- Exhibitor should be prepared to discuss techniques, fiber content, care instructions, and cost. Exhibitor is encouraged to bring instructions, pattern, or other educational sources used.
- Projects must be finished and ready to display. If an item is framed, a wall hanging, or to be displayed on a wall, it should be finished and ready to hang.
- Project kits are acceptable in this project area. The project must meet all other requirements.

Performing Arts

Project Description

Discover acting techniques, improvisation, costume and set design, makeup techniques, stage lighting, and more!

Requirements for all Performing Arts

- Exhibit can be either a performance or an exhibit that shows a member's involvement or interest in the performing arts.
- Entries in Performing Arts are distinct from Share-the-Fun in the intention behind the entry. Performing Arts entries will be judged based on the criteria identified below and on an individual basis, even in group performances.
- An exhibitor may submit entries in both performance and non-performance based classes (e.g. a member may perform a puppet show that they wrote as a performance based exhibit and submit the script as a non-performance based exhibit
- Note: All members of a team/group must meet the State Fair age requirement to advance to the State Fair.

Performance Based

Exhibit Suggestions

- Perform a short story, show scene, music selection, dance, monologue, poetry, etc.

Requirements

- A performance in music, dance, drama, etc.
- A performance cannot last longer than 5 minutes.
- Performances may be given as a solo, duet, or a small group.
- Performances may include a non-judged accompanist
- Acts must be appropriate for any age audience
- To be eligible for State Fair, the member must be able to discuss the process of selecting, planning, performing and reflecting on their project work.
- The technique and artistry of the performance will be considered.

Non-Performance Based

Exhibit Suggestions

- An educational display on some aspect of music, drama, dance, or performing.
- A journal or scrapbook (with written statements) of current performing arts experiences.
- A written piece such as poetry, sheet music, or other physical artifact intended for performance created by 4-H'er.

Requirements

- An exhibit such as a poster or display that shows a member's involvement or interest in the performing arts.

- To be eligible for State Fair, the member must be able to discuss the process of selecting, planning, creating and reflecting on their project work.
- The workmanship, general appearance and technique used to develop the exhibit will be considered.

Pets

Note: To include; Cats, Dog and Pets projects.

Project Description

Which pets would fit into your family? How could you be an excellent caretaker? Learn about a variety of small pets, such as cats, dogs, birds, guinea pigs, iguanas, snakes or frogs.

Cats

Exhibit Suggestions

- Educational display explaining cat care, health, nutritional needs, etc.

Dogs

Exhibit Suggestions

- Educational display explaining dog diseases, breeding, training, caring for dogs at humane society, information about therapy dogs, etc.

Pets

Exhibit Suggestions

- Educational display explaining pet care, health, nutritional needs, etc.

Photography

Project Description

A photography project is about learning both the art and science of photography. Photography is the process of capturing light with a camera to create an image. So many devices have cameras; a point-and-shoot camera, your cell phone, tablet, drone, and more.

Photography can be not only a way to capture images, but also to express and share ourselves with others. What do we mean? The photography project will help you learn your own answer to that question!

Requirements for all photography

- All photos exhibited must have been taken/produced/enhanced by the exhibitor during the current year.
- Stock photos are not allowed
- The exhibitor's name, club, county and exhibit class should be clearly printed on the back of the exhibit.

- Unaltered 4”x6” photos must be attached to the back of any exhibit
- For safety, picture frames or glass are not allowed
- Exhibits with multiple photos should use 4”x6” prints - multiple photos should be displayed on a board (see below for board information)
- Enlarged photos should be 5”x7” or 8”x10”
- Photos should be mounted on a mat board, foam board, or poster board using neutral colors (white, tan, gray or black). Do not use construction paper, cardstock, colored paper or wrapping paper. Photos should not be mounted on any type of flexible/bendable paper.
- Use a 14” x 22” board for 5 or more photos in an exhibit. Cut smaller boards for enlargements
- Exhibits should reflect the appropriate size for the item designed, e.g. the photos used for an ornament, a calendar, a poster, or brochure would require different sized photographs.
- Learn how to prepare your photos for the fair
    - Video Tutorial z.umn.edu/4HPhotoPrepVideo
    - Slideshow Tutorial z.umn.edu/4HPhotoPrepSlideshow

Notes for all photography

Equipment: Use any device capable of capturing a photographic image to be printed: digital or film camera, cell phone, tablet or drone. A computer, phone or tablet is required for photo manipulation.

Note: Supervision of the drone operator is important until they understand not only how to use a drone but also understand the etiquette and rules for using the drone. For information see: https//www.faa.gov>uas (unmanned aircraft systems)

Photo/Video Release Form - Use this form when including any person in your photo that is NOT in 4-H. This verifies that the subject has agreed to have their photograph taken. Keep this signed form in a file. Here is a link to the Photo & Video Release form in English (z.umn.edu/photo-release-english), Spanish (z.umn.edu/photo-release-spanish), Hmong (z.umn.edu/photo-release-hmong) and Somali (z.umn.edu/photo-release-somali).

This presentation (z.umn.edu/intro-to-photo-manipulation) explains what the difference is between elements and manipulation, software options and information on how to talk to a judge.

State Fair photos, examples of Photo Manipulation (z.umn.edu/mn4hmanipulatedphotos)

Digital art should be entered in Crafts & Fine Arts, not photography.

Elements of Photography

Project Description

This exhibit will focus on what makes a good photograph (composition, light, shutter speed, color, depth of field, leading lines, etc). Only select whole image edits or modifications are allowed in post-production. Post-production is any adjustment made after the photo is taken using editing software. Allowed whole image edits must be applied to the entire image and not specific areas of the photo. Allowed whole image edits include:

- cropping
- exposure correction
- color saturation
- contrast
- sharpening
- conversion to black & white

On-camera filters: a physical filter that attaches to the camera lens (neutral density, polarizer, various colors, etc) are allowed.

Exhibit Suggestions

- Photo Story:
  - Show a town's history or a family history. This could include photos of historic buildings, old photos copied from the historical society or library, family or individual portraits, etc.
  - Develop a documentary of another of yours or a friend's 4-H project or of your 4-H club's community service project
  - Document environmental issues such as the plight of pollinators, pollution, soil erosion, or the steps taken to improve the environment
  - Present a day in the life of – farm or city youth, a local professional person such as a school nurse or a firefighter, law enforcement office, or other interesting personality
  - Exhibit a series of photos on how to make or do something
- Common Theme or subject:
  - Display a series of 3 to 7 photos of a common subject such as people, buildings, landscapes, animals, seasons, action, nature, weather, close-ups, etc.
- Showcase a Photographic Elements:
  - Display a series of 5 to 7 photos that illustrate some photographic element such as composition, lighting, shutter speeds, depth of field, color, contrast, cropping, etc.
- Panorama:
  - Show a single image created in camera or a triptych (set of 3 photos intended to be used together) of several images created by moving the camera. A triptych may consist of separate images that are variants on a theme, or may be one larger image split into three.

Photo Manipulation

Project Description

This exhibit will focus on using photography to show creatively edited photos and how photography is used in everyday life. Software editing is required for this category and may include:

- layering
- all digital filters (except black and white)
- creative coloring
- removing or adding objects
- text additions, etc.

Entries in this category must involve editing with software such as Photoshop, Lightroom, IPhoto, Picasa, Gimp, Picmonkey, Pixi, Microsoft Publisher, etc.

Suggested softwares (all can be used on Android, iPhone, and iPad): Snapseed (easy to use and does a nice job), Adobe Photoshop Express (good option for those wanting to grow into Photoshop), Pixir (2nd to 6th grades only), PicsArt Photo Studio (powerful photo and video editing app).

Please view the "Introduction to Photo Manipulation" (z.umn.edu/intro-to-photo-manipulation) slideshow for specific examples and explanations.

Stock photos are not allowed. A stock photo is a photo taken by another person (not yourself) who has licensed their photo for specific uses by others. All images used in photo manipulation exhibits must have been taken by the exhibitor. For example, you may not include an image of space taken by NASA as the background of your photo and if you want a shark inserted into your composite image, you must take a photo of a shark yourself, not import one from another website.

Exhibit Suggestions

- Composite Photo: Multiple images combined into one image
  - Panoramas (overlapping areas of several photos and stitching them together in post-production)
  - the same person in multiple places within the photo
  - replacing the sky
- Single Source Image Manipulation
  - acne removal, eye enhancement, teeth whitening, etc.
  - selective color manipulations (i.e. converting everything to black and white except items that are the same color red)
  - apply digital filters (other than black and white)
  - removing distractions in the background, etc.
- Photo Series:
  - Make a series of 5 to 7 digitally edited photos that illustrate a common theme such as environmental issues, plight of pollinators, how to do something, etc.
- Enlarged Photo:
  - Show a 5"x7" or 8"x10" print that has been digitally enhanced and illustrates software skills. An unaltered 4 x6" print must be attached to the back of the exhibit.
- Publications:
  - Show calendars, brochures, posters that are created using computer software
- Photo Novelties:
  - Display mugs, puzzles, blankets, or other media on which photos have been printed
- Slide Show:
  - Make a compilation of photos with titles, voice-over or background music. For judging, exhibitors can show their exhibit on a 14" x 22" poster board, computer or tablet.

Plant Science

Project Description

Plant Science projects focus on hands-on learning in plant growth and management, including agricultural technology, row and specialty crops, and weed and pest identification and management, with exhibits demonstrating sound practices, plant health, and youth learning.

Agricultural Technology

Exhibit Suggestions

- A display or presentation highlighting the technology used in agriculture such as GPS tools, drone use, implement technology, yield mapping, genetic engineering, seed traits, agricultural chemistry, precision agriculture, on-farm research, side-by-side trials, etc.
- A drone showcase explaining precision agriculture
- A display demonstrating automated tractors

Corn

Exhibit Suggestions

- A jar or clear container (equalling 8 cups) of shelled corn.
- A display of ears of dent corn, consisting of 6-10 ears of corn of the same variety.
- A bundle of corn stalks, consisting of stalks of the same variety.
- An educational display illustrating corn's plant reproduction, different types of corn, plant growth factors, plant characteristics, plant part identification, growing and using plants, plant growth and food production, examples of a plant disease, etc.
- A display using a 4-H project kit (a corn stalk growing out of a five-gallon pail).
- Tallest Stalk of Field Corn

Requirements

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety, soil, and agronomy information of the crop if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

Forages

Exhibit Suggestions

- A dried sample, in a 3-5 inch tied, dried bundle, clear container of ensiled forages or in a sample 4-6 inch slab of a bale of forage. Forages include alfalfa, warm-season grasses, cool-season grasses, sorghum, native grasses, silage, etc. It is recommended that a sample analysis of your forage accompanies the sample.

- An educational display illustrating one of the following ideas: nutritional analysis of feedstuff, plant reproduction, plant growth factors, plant characteristics, growing and using plants, plant growth and food production, examples of a plant disease, etc.of forages.
- A display using a 4-H project kit (grass grown in a container showing how forages are grown).

Requirements

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- The sample could be in a clear plastic container or a large clear plastic bag.
- Be familiar with crop input costs and the growing process.

Plant and Soil Science

Exhibit Suggestions

- Take soil samples and compare soil analysis (soil analysis can be done by obtaining kits at your local Extension Office).
- An exhibit showing different varieties of cover crops, etc. (seed or plant)
- A plant life cycle exhibit highlighting the growth of a plant from seed to a mature plant.
- A display using a 4-H project kit

Small Grains

Exhibit Suggestions

- A jar or clear container (equalling 8 cups) of any small grain variety. This could include wheat, oats, rye, barley, etc.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating one of the following ideas: plant reproduction, plant growth factors, plant characteristics, usage of plants, plant growth, food production, examples of a plant disease, etc. of small grain.

Requirements

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

Soybeans

Exhibit Suggestions

- A jar or clear container (equalling 8 cups) of soybeans.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.

- An educational display illustrating plant reproduction, plant growth factors, plant characteristics, usage of plants or seeds, plant growth and food production, and examples of a plant disease, etc. of a soybean.
- A display using a 4-H project kit

Requirements

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. The crop must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

Specialty Crops

Exhibit Suggestions

- An adequate sample of a specialty crop such as sugar beets, edible beans, black beans, kidney beans, field-produced sweet corn, peas, carrots, potatoes, popcorn, etc. Dried products should be in a jar or clear container (equalling 8 cups); fresh products on a plate or flat box.
- A dried sample, in a 3-5 inch tied, dried bundle of the same variety.
- An educational display illustrating one of the following ideas: plant reproduction, plant growth factors, plant characteristics, usage of plants, plant growth, food production, examples of a plant disease, etc. of a specialty crop.
- Tallest Sunflower (bring an exhibit of your tallest sunflower stalk with a sunflower head on it).

Requirements

- Crop must be grown on a farm with which you have a relationship with the producer and have interviewed the producer about the growing process. Crops must have been grown in the current or previous growing season.
- Include an information card listing the variety if the exhibit is a crop sample.
- Be familiar with crop input costs and the growing process.

Weeds and Pests

Exhibit Suggestions

- A display or presentation highlighting any current pests in agriculture or horticulture. Could include their life cycle, prevention or treatment, their impact on the plant, etc.
- A weed display or book identifying different weeds in agriculture or horticulture. Highlight one weed in-depth, a class of weeds (such as grasses or broad leaves) or a collection of different weeds. Could include identification details, life cycle, weed control, the impact on crop production, etc.
- A display, book or poster identifying insects that are harmful to crops or other plants.
- *Note: Do not include live or dried noxious weed samples in your display (check the current listing at https://www.mda.state.mn.us/plants/pestmanagement/weedcontrol/noxiouslist.aspx). If you are bringing in a sample of weed seeds, put it in a sealed container.

Plastic Sculpture Challenge

Project Description

This project was created to build awareness and knowledge of both the positive and negative impacts of single use plastics and ways to recycle or repurpose plastic. It is also meant to empower 4-H youth to be actively involved as change agents in reducing use of single-use plastics and increasing recycling/repurposing, for their family, their club, their community, their country and their world.

Exhibit Suggestions

- Suggested materials to attach items together: zip ties, string, rubber bands, art materials, colorful duct tape, or electrical tape. Strong adhesives (such as E6000 and Gorilla Glue) need to be used in a well-ventilated area with adult supervision. Safety note: melting plastic gives off toxic fumes. If using a glue gun, it is recommended to use a cool, "low temp" glue gun.
- Depending on the size and weight of your sculpture, you might consider adding wheels that lock in place or handles to your sculpture so it is easy to move.

Requirements

- Exhibits can be created by individuals, teams or clubs.
- 4-H'ers of all ages are invited to explore the plastics issue and create an art sculpture with found plastics.
- If a base is needed, it should be made out of thin wood, plywood, fiberboard, or similar material.
- Sculptures can be any size with a maximum size of: 3 ft. wide x 3 ft. long x 6 ft. tall.
- Must be made of clean (washed) plastics
- Must be multidimensional. Sculptures can be free-standing or should be ready for hanging for display (e.g. wires or hooks for hanging, on a sturdy, movable base, etc.).
- If you are unsure about any of these Guidelines, please consult your 4-H Extension Educator.
- Sculptures must include an Artist Statement (50 words or less) with:
    - Name(s) of Artists
    - Title of your sculpture
    - A statement about what you created and why
    - What materials you used.
    - What you learned and how will it change your use of single-use plastics
    - How others can reduce their use of single-use plastics

Note: Two exhibits from each county or tribal program will be selected for the State Fair. Note: State Fair Plastic Sculptures will be on display only. No judging will occur at the State Fair. Exhibitors will receive written feedback from a panel of judges.

Quilting

Project Description

Quilting is the term given to the process of joining a minimum of three layers of fabric together either through stitching manually by hand using a needle and thread, or mechanically with a sewing machine or specialised longarm quilting system. (Wikipedia)

Exhibit Suggestions

- A quilted item, any finishing technique acceptable. Examples: potholder, table runner, doll quilt, bed-sized quilt
- Repair, repurposing, or re-design of a previously finished quilt. Example: an heirloom quilt with significant repairs or turned into another quilted item.
- A display on a quilting topic of your choice. Examples: the history of quilting/quilting patterns, a comparison of different fabrics or threads, different types of quilting notions and tools, piecing techniques.

Requirements

- Attach an index card which includes: pattern name and source, fiber content of fabric & batting, and care instructions.
- Finishing techniques may be machine quilted, hand quilted or hand tied. If not quilted or tied by the 4-H'er, the exhibitor must state who tied or hand/machine quilted the final project.
- Techniques used, size, and difficulty of the project should be based on the exhibitor's sewing/quilting experience level.

Safety

Project Description

The safety project is about keeping yourself safe and helping others stay safe, too.

Exhibit Suggestions

- A First Aid or Childcare Kit with explanations for the items you included.
- A Public Service Announcement and/or social media toolkit to promote a safety topic of your choice.
- List tips for being safe when home alone, such as emergency numbers to call, safety while preparing snacks, keeping doors locked, etc.
- Attend and report on a safety program such as farm/livestock/animal, fire, food, firearms, ATV, watercraft, wilderness/outdoor, traffic, bike, personal, online, sun/skincare or others.
- Interview a safety professional and showcase their advice.

Requirements

- Abide by local, state and federal laws regarding your safety topic

Science Inquiry

Project Description

In this project area, 4-H youth build confidence in doing science by exploring questions and finding answers. They follow a step-by-step process (called Science Inquiry) to satisfy their curiosity, learning more about something they can observe or experience.

Exhibit Suggestions

- An exhibit you presented at a local science fair
- Exploration of the physical properties of slime using different materials/recipes to make slime
- Types of bird feeders you used to determine if there is a preferred bird feeder type in your backyard
- Different types of frogs you found in a pond as you investigated the difference in the frog species in the spring and the frog species in the summer
- Different types of treats and the data you collected as you explored how your dog responds to different treats during training
- Results of your investigation of different types of sunscreen to see their effects on UV beads
- Different water filtration systems you tested and the results you analyzed to identify which one resulted in the cleanest water
- Rock candy created as a result of investigating how the concentration of sugar affects crystal growth
- Test how different light sources, soil types, or fertilizers affect plant growth. Show your research question, method, and results with photos or samples.
- Which natural substances make the best cleaners?

Requirements

- Include the question, issue, or happening being investigated
- Include a description of how a science inquiry process was used to help understand the happening being investigated or studied
- Explain each step followed during the science inquiry process.

Self-Determined

Project Description

The Self-Determined project area is intended for those projects that might not fit within other categories and for those learning experiences that members select, plan, and manage on their own. It is distinct from learning experiences determined or guided by others (e.g. school work, club-determined projects). This is not a "catch-all" category but rather is focused on intentional self-directed learning. Members should be able to describe what they did, how they reflected on it, and how they applied what they learned.

Exhibit Suggestions

- A portfolio describing the selection, planning, and management of a service learning project and what the member learned during the experience.
- A trifold display made as part of a school assignment with the addition of an accompanying journal describing the process of developing the display and capturing reflection on learning during completion of the assignment
- A photo collage capturing the experiences and stages of development of an event planned and facilitated by the member either individually or as part of a team
- A video or digital blog capturing the "behind the scenes" work, reflection, and application of concepts done by an individual member while working as part of a team on a project or assignment A lego creation (not a kit) intended to include some deeper thinking and learning that is not encapsulated in any other project, requiring the exhibitor to create their own learning path.

Requirements

- A self-determined project will be judged primarily on the self-guided learning experience. While the artistry and craftsmanship of the exhibit itself will be considered, emphasis will be placed on the selection and identification of the self-guided learning experience and the ability of the member to convey the experience and what was learned from it. If the member wishes to be judged on the exhibit's craftsmanship or artistry, the exhibit should be entered within the appropriate project area (e.g. a project in seed art should be submitted within Crafts and Fine Arts project area if looking to be judged on the quality of the final product and the process and learning associated with its assembly).
- Exhibits consisting of projects or assignments done for school or other organized learning environments must indicate how the member went above and beyond the requirements of the assignment/project and individualized the learning to meet their own goals and desired outcomes.
- Exhibits may be submitted by individuals or teams. A team may consist of not more than three (3) individuals. Team members will be judged collectively.
- To be eligible for State Fair, the member(s) must be able to discuss the process of selection, planning and management of a self-determined learning experience.

Shooting Sports

Project Description

Share what you've learned about ethical behavior and responsibility when it comes to shooting sports and equipment.

Exhibit Suggestions

- Safety techniques applied to shooting activities (e.g., range commands and range safety, eye and ear protection, cleaning a firearm, dressing for safety-first aid, survival skills, etc.).
- Shooting Skills (e.g., basic safety rules, basic parts and functions of each piece of equipment, care and maintenance, accessories, position, etc.).
- Design and create shooting sports equipment (e.g., pellet stand, kneeling role, target stand, quiver, etc.)
- History and nomenclature of firearms.
- Sportsmanship: Ethical behavior and responsibility.

Requirements

- No explosive materials are allowed. Arrow tips or broadheads should be removed for display but may be included as part of the judging experience if secured for safety.
- Exhibits including firearms & bows must be sporting varieties only. Exhibitors must include a color photo of the item to be left on display - bows and firearms will not be left on display. The photograph should be taken prior to the county fair and attached to the display.
- MN and 4-H regulations for handling and storing firearms must be followed.

Technology

Note: Includes: Aquatic Robotics, Computer & Robotics exhibits.

Project Description

Share what you've learned about Aquatic Robotics, computers, or robotics — such as programming, building,3D printing or operating robots — and create a 4-H fair exhibit to show what you've discovered.

Exhibit Suggestions

- Robot (Examples: Edison, EV3, WeDo, Osmos, VEX (or other types of robotics)); (Have a photo of the robot if you do not intend to leave the robot on display)
- Display the robot using diagrams of programming, photos, booklets, etc
- Video of robot in action
- Exhibit an ROV (Remote Operated Vehicle); show the use in identifying Aquatic Invasive Species (AIS) and providing education
- Explain the foundations of computers and explore how computers work for various projects.
- Build a robot with labels describing how it works and/or accompanied with a binder of how it works
- Share software you created and how it works
- Learn about cyberbullying and explain prevention techniques
- Share about a robotics class you participated in and what you learned
- Create an educational app. Show how you planned your app by including sketches, wireframes, or screenshots, and explain how it helps users learn.
- Explore careers in this project area and explain why they interest you
- Design computer hardware/software
- An object made using a 3D printer

Requirements

- Include description, images/photos needed to assist with verbal or written description
- Description(s) can be verbal or written
- Computers, smartphones, tablets, etc. can be used during the judging process
- Remove batteries from technology exhibit after judging

Vegetable, Fruit and Herb Gardening

Project Description

Exhibitors showcase their vegetables, fruits, and herbs, demonstrating their gardening techniques and an understanding of plant growth and care.
Important Update Minnesota 4-H has a new vegetable judging reference please incorporate this guide into your exhibits for this year.

Fruit

Exhibit Suggestions

- Fruit should be brought in an appropriate size clear container for displaying fruit.
- Display showing a comparison of several varieties of the same fruit (labeled); display using a branch to illustrate proper pruning of fruit trees and explaining the process; illustrate the many uses of fruits (fresh, jams, juices, cooking, baking, salads and recipes); illustrate the use of fruits as natural dyes.

- Educational display illustrating diseases (actual specimens) or insects (actual specimens) and methods of control.

Requirements

- If displaying a fruit sample, the exhibitor should bring 4-6 items of one variety of fruit.and include an information card listing the varieties of fruit.
- The exhibit must be produced at home or by a close relative. **Cannot be store purchased**.

Herb Gardening

Exhibit Suggestions

- Educational display showing some aspect of raising or using herbs.
- An herb container garden planted in a tub, pot, or planter.
- A dried sample of herbs you have raised, harvested, and dried (in an airtight container)
- A display using a 4-H project kit (growing a variety of herbs in a container).

Largest Vegetable

Note: This exhibit is not an optimal example of an edible vegetable. This is done for fun-growing purposes.

Exhibit Suggestions

- Squash
- Cabbage
- Pumpkin
- Melons

Requirements

- Include an information card with name, plant variety and date planted.
- The exhibit must be produced at home or by a close relative. **Cannot be store purchased**

Potatoes

Exhibit Suggestions

- Display a box (fruit crate size) or clear Rubbermaid container of potatoes that contains all the potatoes in that hill (all the potatoes one plant produced)
- Display a box (fruit crate size) or clear Rubbermaid container of 6-10 potatoes from one or two hills of the same variety of potato.
- Educational display illustrating diseases and control, methods of mulching and reasons, causes and effects of sun-scald.

Requirements

- If displaying a potato box (fruit crate size) or clear Rubbermaid container, you need 6-10 potatoes of the same variety or 2-3 varieties (this year's crop) similar in size to the variety identified on an information card.
- Be familiar with crop input costs and the growing process.
- The exhibit must be produced at home or by a close relative. **Cannot be store purchased**.

Vegetable Container Garden Exhibit

Exhibit Suggestions

- Showcase your gardening skills by growing a thriving Vegetable Container Garden. THis exhibit challenges 4-H'ers to design and maintain a productive garden in a container, perfect for small spaces.

Requirements

- Must include one type of vegetable grown in a container.
- The container should be portable and have proper drainage.
- Judges will assess plant health, variety selection, creativity in design and overall presentation.
- Exhibits may include a brief written description (maximum 100 words) detailing the plant choices, care methods and any unique features of the garden.
- Plants should be grown in the exhibit container for at least one month prior to the fair.
- A themed herb garden with multiple plants would be accepted in this category.

Vegetable Gardening Box

Clarification: Vegetable Variety is either Large, Medium or Small

Exhibit Suggestions

- A box (fruit crate size) or clear rubbermaid container used to display vegetables.

Requirements

- Label vegetables with proper variety names on an information card.
- When exhibiting a collection of vegetables, the collection should include six different kinds of vegetables (For example: 1 large variety + 3 medium varieties + 2 small varieties)
- 6 different vegetable specimens for this exhibit choosing any combination of the following:
- One large vegetable specimen (cabbage, squash, melon, pumpkin, cauliflower, etc.)
- Three different medium-sized vegetable specimens and 3 of each specimen (tomatoes, onions, peppers, cucumbers, kohlrabi, carrots, beets, turnips, etc.)
- Two small vegetable specimens and 6-12 of each specimen (green beans, peas, lima beans, etc.)
- Potatoes may not be included (enter under the Potato project).
- The exhibit must be produced at home or by a close relative. **Cannot be store purchased**.

Vegetable Plate

Clarification: Vegetable Variety is either Large, Medium or Small

Exhibit Suggestions

- On a disposable plate, display an example of ONE vegetable variety.
- Examples of individual variety on a plate include:
  - Large-sized vegetable specimen: 1 sample (cabbage, squash, melon, pumpkin, cauliflower, etc.)
  - Medium-sized vegetable specimen: 3 of each specimen (tomatoes, potatoes, onions, peppers, cucumbers, kohlrabi, carrots, beets, turnips, asparagus, etc.)

- Small sized vegetable specimen: 6- 12 of each specimen (green beans, peas, cherry tomatoes, jalapenos, lima beans, etc.)

Requirements

- Label vegetables with proper variety names on an information card.
- Only have one vegetable variety (Large, Medium or Small) on the plate. (For example: Variety is Medium sized - three onions).
- The exhibit must be produced at home or by a close relative. **Cannot be store purchased**.

Veterinary Science

Project Description

Share what you've learned during an in-depth exploration around veterinary science topics.

Exhibit Suggestions

- An exhibit focused on technology or industry advancements in veterinary science
- An exhibit on diseases of animals focusing on the history, management, prevention, etc.
- An exhibit on use of different medications in veterinary science focusing on dosage, records, implications of use, impact on the industry
- An exhibit focused on surgical and nonsurgical procedures used in veterinary medicine (spaying/neutering pets, embryo transfer, wellness visit, etc.).
- An exhibit focused on careers in veterinary science exploration (such as job shadowing, interviews and opportunities)
- Create a 3-D model of the skeletal system of the animal of your choice

Video and Filmmaking

Project Description

You can use videos in your daily life, for school projects or in a future career. Videography is art, communications and technology together. Becoming good at making videos teaches media literacy—the ability to fully understand media messages that come at you every day.

Video/Filmmaking
Video/Filmmaking – Production Team (2-3 members per team)

Exhibit Suggestions

- Showcase various video/film techniques
- A selected subject. Include a short storyboard or outline
- Illustrate how a video/film camera works, or how to care for video/film equipment, illustration of computer video/film creation, etc.
- A video/film made by blending computer technology and traditional camera created video/film.
- A video/film using data from trail camera or time lapse camera (stop action video) or drone with attached camera (see note related to drone use).

- A video/film using Claymation, dolls, Lego for stop action
- Document environmental issues such as the plight of pollinators, pollution, soil erosion, or the steps taken to improve the environment
- A short documentary on a family member or interesting member of your community
- A trailer for a movie or event (can be fictional)
- A story that you tell using your friends and family
- A commercial, real or fictional

Requirements

- It is encouraged that when developing a 4-H video/filmmaking exhibit, members will develop skills beyond the classroom.
- It is recommended that the video/filmmaking exhibit be 3-5 minutes and no longer than 10 minutes.
- All video/filmmaking exhibits must be made by the exhibitor OR by a production team of which the exhibitor must be a member
- The exhibitor's name, grade, and club must be clearly printed on all exhibit pieces.
- All video/film footage exhibited must have been made/created DURING THE CURRENT 4-H YEAR. When appropriate, (i.e. historical sequences) older video clips can be used.
- The member should provide the video file even if sending it electronically.
- Video/film must be presented on DVD, flash drive or CD. Participants are also allowed to upload their video to YouTube.
- Videos can also be delivered via Youtube, Vimeo, Frame.io or similar online based presentation sites.
- Video/film needs to be in presentation form, including a title and credits
- The video/film must be original material. Any video/film exhibit, which appears to contain copyrighted material, including music, will not be publicly displayed unless the exhibitor has written permission from the producer to use the material in the video/film. Portions and music from other sources must be documented and have a copyright release. Learn more about copyrighted material and finding material that is public domain or released under the Creative Commons license at z.umn.edu/free4u.
- A computer must be brought for viewing the video/film during the conference judging,other arrangements need to be made in advance with the 4-H staff
- Video/film must be playable on Windows, use file format including .WMV, .FLV and .MPEG, .AVI, .MOV, .AVCHD, .MPEG-1, .MEG-4, as well as a playable DVD.
- 4-H videos must adhere to G or PG (parental guidance) standards. The 4-H Code of Conduct requires respectful behavior, so you may not depict: violence, obscene language (or naughty words) including swearing, rude interactions or insults, or use or visibility of guns or fighting, etc. Remember not only teens and pre-teens view the videos but young children and their parents. Keep this in mind when creating your video.

Notes:

- This is not a slideshow (see Manipulated Photography for slideshow)
- Supervision of the drone operator is important until they understand not only how to use a drone but also understand the etiquette and rules for using the drone. For information see: https//www.faa.gov>uas (unmanned aircraft systems)

Video Release form - Use this form when including any person in your video that is NOT in 4-H. This verifies that the subject has agreed to be in your video. Keep this signed form in a file. Here is a link to the Photo &

Video Release form in English (z.umn.edu/photo-release-english) , Spanish (z.umn.edu/photo-release-spanish), Hmong (z.umn.edu/photo-release-hmong) and Somali (z.umn.edu/photo-release-somali).

Equipment: Any electronic device capable of capturing a video image video camera, digital camera, DSLR, time lapse camera or trail camera, cellphone, tablet, GoPro or drone with attached camera (operator must meet age requirements to use a drone).

Water Resources

See "Natural Resources" section

Wildlife Biology & Management

Project Description

Wildlife biology and management is about taking care of and protecting animals in their natural habitats to ensure their well-being and the balance of nature. Wildlife management is like being a guardian for animals and their homes. It's about making sure they have enough food, clean water, and safe places to live. Wildlife managers also help sick or injured animals and make sure there is a good balance in nature so all animals can thrive.

Exhibit Suggestions

- Develop a wildlife management plan--show practices related to land use and forest management for wildlife such as controlled burns, logging, planting, etc.
- Explore basic concepts of Wildlife Management (waterfowl wingboards, birdhouse trails, carrying capacity, game animal habitat requirements, history of game management, etc).
- Explain some factors that threaten or endanger animal species such as urbanization, climate change, or habitat loss. Or explore a species that went extinct and why it happened.
- Build a bird or bat house, nesting structure, hibernaculum, animal shelter or feeder and explain the history of artificial shelter structures how it can benefit a species.
- Display a collection of identified wildlife scat (droppings), skulls or skins. How do they differ? Why?
- Show how wildlife can be classified into herbivores, carnivores or omnivores using skull diagrams
- Write a wildlife landscape habitat plan
- Report on animal adaptations, such as animal camouflage. How do adaptations of plants and animals match the environment they live in?
- Make a display that details a food chain/web of a particular habitat.
- Explain the life cycle of your favorite wild animal in a video, poster or display.
- Shadow or volunteer at a nature center or park and share your experience using a journal, video, or display. Learn about rules and policies in place to protect or manage certain species of wildlife.
- Identify, mount and label a book of plants native to a certain region
- Animal signs, animal tracks, homes or foods
- Do a bird study, including beak type, wings, feet, song, feeding patterns, etc.
- Make a collection of wildflowers growing near where you live or a place you visit

Requirements

- All wild game used in exhibits must be tagged appropriately according to state laws.

Youth Leadership

Project Description

Youth Leadership is a project area that requires the member to discover their skills and then develop those skills and share them with others. This might happen individually or with a group.
Share how you've built an understanding of self, developed skills, learned how to work with others, overcome obstacles or adjusted goals, developed understanding of making decisions, and/or managed and or worked in groups.

Exhibit Suggestions

- Share your youth leadership experience. This could include your 4-H youth leadership journey, or your leadership in an organization within your school or community.
- Share what you gained and shared from a conference or retreat you attended.
- Share a personal development plan you have implemented
- Develop a (career and/or college prep) portfolio
- Develop a presentation that illustrates how you've built understanding of self, developed communication skills, learned how to work with others, developed understanding of making decisions, and/or managing and/or working in groups.
- Lesson plan you've developed
- Meeting outline or agenda developed by youth
- Illustrate how you've shared 4-H with others.
- Scrapbook outlining participation in leadership programs. Includes personal reflection on leadership growth and development.
- Share how you have taken the lead on a service project, and what leadership skills you gained through the project.
- Share how you have served as a mentor and/or teacher to younger youth (could be with a project area, a club activity or officer role, etc)
- Share how you led your group's Food Partner Challenge

Club/Group Activities

Club Banner

Project Description

The club promotional banner serves as a tool to promote the local 4-H club and the county 4-H program and give 4-H'ers an opportunity for artistic expression through advertisement.

Two banners will be selected for the State Fair.

New in 2026 - Banners may also include digitally created vinyl or cloth banners.

Exhibit Suggestions

- Banners should have a theme and reflect/represent opportunities in the 4-H program. It should carry the message quickly and simply to the viewer.
- Non-digital fabric banners can be 2-D or 3-D.
- Digital banners can be designed using a platform of choice and printed.

Requirements

- Banner must be 3' x 5' and designed to hang vertically.
- Banner must be completed and equipped with a dowel (minimum size 3’ 8”) and ready to hang.
- Banner must be of fabric, cloth or vinyl (no paper).
- Banner can be one or two-sided. If 2-sided, indicate which side you want to be displayed.
- Attach a 3” x 5” card with the club name to the back of the banner.
- Banner design should be that of the 4-H members’.
- 4-H Clover Emblem Guidelines
    - Use only approved colors and formats for the 4-H clover
    - The clover must be PMS 347 green with white, black or metallic gold “H’s”
    - Do not use gradients, shadow, or multi-colored effects on the clover
    - Include the “18 U.S.C. 707” notice in the same color as the clover leaves
    - If you need the 4-H Emblem in a digital format or have questions on its usage, please contact your local Extension office.

Community Pride

Project Description

Share how your club or group makes their community better by being active citizens and act on the things they believe in.

Two exhibits will be selected for the State Fair.

Exhibit Suggestions

- Organize an environmental cleanup
- Make or collect and distribute items where needed
- Read to younger kids at the library or school
- Service to nursing home or homeless populations
- Deliver safety education programs such as a bike rodeo or fire safety training
- Food Partner Challenge digital story

Requirements

- The exhibit visually highlights the entire project or certain parts in a manner which tells the public what positive effects the project had on the community.
- Two youth who participated in the project may represent the club/group in conference judging. Youth will explain the purpose of the project, steps in the planning, how the project meets the community needs and the impact it has.

- Note: The youth that represent the club/group at the State Fair must meet the State Fair age requirement.

Note: Community Pride participants at State Fair may exhibit another individual project.

Note to counties to add the following club booth, planter box section if applicable:

Club Booth, Planter Box, etc.

Project Description

Exhibit Suggestions

-

Requirements

-

Plastic Sculpture Challenge

See "Plastic Sculpture Challenge" section within general project

Note: Exhibits can be created by individuals, teams or clubs.

Public Presentations

Demonstrations

Demonstration - Individual
Demonstration - Team
Demonstration - Cloverbud Individual
Demonstration - Cloverbud Team

Livestock Demonstrations

Livestock Demonstration - Individual
Livestock Demonstration - Team

Presentations and Speeches

Presentations & Speeches - Individual
Presentations & Speeches - Team

Interactive Demonstrations

Interactive Demonstration - Individual

Interactive Demonstration - Team

Exhibit Suggestions

- Demonstrations:
    - Teaching others a project or activity such as taekwondo, making lemonade, slime, macrame, etc.
- Livestock Demonstrations:
    - Demonstrate how to care for an animal or prepare it for showing at the fair.
    - Teaching others how to tie a halter.
    - A talk on preventative or veterinary care for a species.
    - Demonstrate how to tattoo an animal.
- Presentations & Speeches:
    - A report on leadership lessons learned through a trip to Washington DC
    - An educational presentation that explores sustainable energy options
    - A persuasive speech exploring Social Media effects on youth mental health.
- Interactive Demonstrations:
    - An interactive presentation that teaches the public how to do something. For example, teaching the audience an origami project where they follow along with your demonstration step-by-step and create the project with you.
    - An interactive yoga demonstration where you teach the audience various poses.

Requirements

- Public Presentations may be related to any project that the member is enrolled in or to any area of interest or expertise the 4-H'er has. Presentations may be an individual or a two-person team.
- Demonstrations are an oral presentation that includes actually demonstrating the hands-on steps required to accomplish a task or process. This most often includes the use of physical objects and actual doing or showing. At the end of the Demonstration there should be something of a "finished product". Demonstrations may also include the use of supporting visuals like posters, charts or technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides). However, the focus of the Demonstration should be on the "doing", not the supporting visuals. Presentations may be an individual or team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.
- Livestock Demonstrations include: Beef, Dairy, Dairy Goat, Llama - Alpaca, Meat Goat, Poultry, Rabbit, Sheep and Swine and must include a live animal in the demonstration.. Other demonstrations involving animals can be entered under the demonstration category.
- Presentations & Speeches are oral presentations that present an idea, concept, viewpoint or experience in an educational or informative format (not for entertainment or performative purposes). Presentations & Speeches often consist of interaction with supporting visual aids like posters, charts or technology-based options like presentation software (i.e. MS PowerPoint, KeyNote, Google Slides). Supporting visuals may include tangible items, but generally little or no activity takes place with the item. Presentations & Speeches may be an individual or team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.
- Interactive Demonstrations are oral presentations that are continuous and include hands-on audience interaction/participation. Adequate supplies should be provided by the presenters so that all present can participate in the activity. Interactive Demonstrations may be an individual or team. Interactive

Demonstrations are approximately 25-30 minutes in length but for both individual or team. Involving the audience in the process is the primary focus of Interactive Demonstrations and constitutes a major portion of the evaluation results.

- Note: 4-H'ers who complete a Public Presentation at the State Fair will receive a $30 cash award. These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.
- Note: All members of a team must meet the State Fair age requirement to advance to the State Fair.
- Note: 4-H'ers may bring one Livestock Demonstration, one Llama/Alpaca Demonstration and one Demonstration, Presentations & Speech or Interactive Demonstration to the State Fair. (This means one during Livestock Encampment, one during Llama/Alpaca Encampment and one during General Encampment).
- Note: 4-H'ers that win a trip to the State Fair will be asked to submit a photo of them doing their demonstration to have on display.
- Note: Due to H5N1, poultry demonstrations with live birds cannot take place on the Barn Stage in the Cattle Barn at the State Fair, but can take place on the Moo Stage outside the Cattle Barn. The Moo Stage outside does not have a screen, so a slide presentation is not an option. If you have a poultry demonstration with live birds and a slide presentation, you will need to do your demonstration in the 4-H Building.

Animal Science 4-H Projects

Science of Animals Educational Exhibits

Note: The following animal types are eligible for Science of Animals exhibits: Beef, Dairy, Dairy Goat, Meat Goat, Poultry, Rabbits, Sheep and Swine.

Health/Breeding/Production Exhibit

Zoonotics Exhibit

Other Exhibit

Exhibit Suggestions

- Items constructed (such as feeding systems or show equipment) or science exhibits focusing on one of the four divisions listed above.
- These projects may be enhanced with 3-dimensional displays, posters or notebooks

State Fair trips will be available. Exhibits will be judged during Livestock Encampment and 4-H'ers may exhibit both an animal (if awarded a trip from the county show) and a Science of Animal Educational Exhibit. NOTE: Llama-Alpaca, Poultry and Rabbit promotional and educational posters are an exhibit item at the state level and may be entered as a poster in each respective area.

Beef

Birth Dates

Breeding Heifer – Spring Calf	January 1 – May 15, 2026
Breeding Heifer – Fall Calf	September 1 – December 31, 2025
Breeding Heifer – Summer Yearling	May 1 – August 31, 2025
Breeding Heifer – Junior Yearling	January 1 – April 30, 2025
Breeding Heifer – Senior Yearling	September 1 - December 31, 2024
Cow/Calf	Calves must be born between January 1 - May 15, 2026
Prospect Market Calves	January 1 – May 15, 2026
Market Beef	January 1 – August 31, 2025
Dairy Steers	January 1 – August 31, 2025

Breeding Heifer

Beef - Registered & Commercial Spring Calf
Beef - Registered & Commercial Fall Calf
Beef - Registered & Commercial Summer Yearling
Beef - Registered & Commercial Junior Yearling
Beef - Registered & Commercial Senior Yearling

Cow and Calf

Beef - Cow and Calf Pair

Prospect Calf

Beef - Heifer Calf
Beef - Steer Calf

Market Beef

Beef - Market Steer
Beef - Market Heifer

Requirements

- Recommended minimum weight for State Fair is 1,000 pounds; recommended maximum weight is 1,500 pounds.

Dairy Steer

Beef - Pure Breed & Crossbred Dairy Steer

Requirements

- Recommended minimum weight for State Fair is 1,000 pounds; recommended maximum weight is 1,600 pounds. Pure Breed Dairy Steers must be 100% dairy breed. The following breeds will be accepted without registration papers: Ayrshire, Brown Swiss, Guernsey, Holstein, and Jersey. Milking Shorthorn dairy steers must be registered with the American Milking Shorthorn Society and not carry the “S'' suffix.

- Dairy Steers showing permanent teeth may be shown, but they can place no higher than a red ribbon and they will not be eligible for State Fair or auction.
- **Important: Crossbred Dairy Steers must be at least 50% from the acceptable breeds listed for the Pure Breed Dairy Steer division, with the balance being from any other beef or dairy breed; however, the steers must show adequate dairy steer characteristics, as determined by the screening committee. Exhibitors should be prepared to identify the breeds of their crossbred dairy steer.**

Beef Showmanship

Beef Poster

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

Beef Interview

Beef Cloverbud

Beef Cloverbud Animal Exhibit
Beef Cloverbud Poster

Dairy

Birth Dates

Spring calf	March 1, 2026 - May 31, 2026
Winter calf	December 1, 2025 – February 28, 2026
Fall calf	September 1 – November 30, 2025
Summer yearling	June 1 – August 31, 2025
Spring yearling	March 1 – May 31, 2025
Winter yearling	December 1, 2024 – February 28, 2025
Fall yearling	September 1 – November 30, 2024
Milking Yearling	Born Sept 1, 2024 or later that has freshened & in milking form
Junior two year old	March 1 – August 31, 2024
Senior two year old	September 1, 2023 – February 29, 2024
Three year old cows	September 1, 2022 – August 31, 2023
Four year old cows	September 1, 2021 – August 31, 2022
Aged cow	Born before September 1, 2021
Dry cow	Dry cow of any age

Holstein & Mixed Color Registered & Grade

Dairy - Spring Calf
Dairy - Winter Calf
Dairy - Fall Calf
Dairy - Summer Yearling
Dairy - Spring Yearling
Dairy - Winter Yearling

Dairy - Fall Yearling
Dairy - Milking Yearling
Dairy - Junior Two-Year-Old Cow
Dairy - Senior Two-Year-Old Cow
Dairy - Three-Year-Old Cow
Dairy - Four-Year-Old Cow
Dairy - Five-Year-Old and Older Cow
Dairy - Dry Cow

Dairy Showmanship

Dairy Poster

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

Dairy Interview

Dairy Cloverbud

Dairy Cloverbud Animal Exhibit
Dairy Cloverbud Poster

Dairy Goat

Birth Dates

Junior Kid Doe	April 1 – June 30, 2026
Senior Kid Doe	January 1 – March 31, 2026
Dry Yearling Doe (never kidded)	January 1 – December 31, 2025
Milking Yearling Doe	January 1 – December 31, 2025
Milking Two Year Old Doe	January 1 – December 31, 2024
Milking Doe - 3 Years and under 5 Years	born in 2022 or 2023
Milking Doe - 5 Years and older	born before 2022

Dairy Goat

Dairy Goat Junior Doe Kid
Dairy Goat Senior Doe Kid
Dairy Goat - Dry Yearling Doe
Dairy Goat - Milking Yearling Doe
Dairy Goat - Milking 2 Year Old Doe
Dairy Goat - Milking 3 - 4 Year Old Doe
Dairy Goat - Milking 5+ Year Old Doe

Note: For safety reasons all dairy goats must be dis-budded/dehorned.
Regrowth of less than **one inch** allowed.

Dairy Goat Showmanship

Dairy Goat Poster

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

Dairy Goat Interview

Dairy Goat Cloverbud

Dairy Goat Cloverbud Animal Exhibit
Dairy Goat Cloverbud Poster

Dog

Please note that we do not have a Dog Show in Mahnomen County, if you are interested in participating in agility, rally, obedience or showmanship please contact the Extension Office and we will find a show in a nearby county.

Cloverbud dog exhibits are allowed as a pet.

4-H'ers - 3rd grade and up are eligible for county and state dog show.

4-H'ers shall exhibit in the classes corresponding to the level of training they and their dog have received. Additional information, class requirements, and rules/regulations can be found in the Minnesota 4-H Agility, Obedience, Rally and Showmanship rules and guidelines (four separate publications) available on the MN 4-H dog project website (z.umn.edu/mn4hdogproject).

All dogs must be vaccinated according to the requirements listed on the MN 4-H Dog Project ID Affidavit and Vaccination Form.

Dog Cloverbud

Dog Cloverbud Animal Exhibit
Dog Cloverbud Poster

Horse

Western Horsemanship

Horse - Western Horsemanship, All Gaits, Grades 10+
Horse - Western Horsemanship, All Gaits, Grades 8-9
Horse - Western Horsemanship, All Gaits, Grades 6-7
Horse - Western Horsemanship, All Gaits, Grades 3-5
Horse - Western Horsemanship, All Gaits, novice

Key Race

Horse - Key Race, Grades 10+

Horse - Key Race, Grades 8-9
Horse - Key Race, Grades 6-7
Horse - Key Race, Grades 3-5
Horse - Key Race, Novice

Barrel Race

Horse - Barrel Race, Grades 10+
Horse - Barrel Race, Grades 8-9
Horse - Barrel Race, Grades 6-7
Horse - Barrel Race, Grades 3-5
Horse - Barrel Race, Novice

Trail Class

Horse - Trail Class, Grades 10+
Horse - Trail Class, Grades 8-9
Horse - Trail Class, Grades 6-7
Horse - Trail Class, Grades 3-5
Horse - Trail Class, Novice

Horse Showmanship

Horse - Showmanship Grades 10+
Horse - Showmanship Grades 8-9
Horse - Showmanship Grades 6-7
Horse - Showmanship Grades 3-5
Horse - Showmanship, Novice

Horse Interview

Equestrians with Disabilities

Horse - Assisted: Flat Class-Western, walk, trot with volunteer/mentors as needed
Horse - Assisted: Obstacle Game Class, Key Hole pattern, walk, trot with volunteer/mentors as needed
Horse - Unassisted: Flat Class-Western, walk, trot, unassisted (spotter requested)
Horse - Unassisted: Obstacle Game Class, Key Hole pattern, walk, trot, unassisted (spotter requested)

Horse Helmet Policy:

All 4-H'ers participating in any 4-H sponsored mounted activity are required to wear properly fastened ASTM/SEI approved protective headgear. Helmet use is required when mounted. This policy also extends to 4-H volunteers when they are working with 4-H youth in a 4-H volunteer role during mounted activities. Additional information can be found on the Horse project page (z.umn.edu/4HHorseProject)

Classes may be combined or split depending on the number of entries.

Horse Cloverbud

Horse - Cloverbud Barrels

Horse - Cloverbud Western Pleasure
Horse - Cloverbud Horse Showmanship
Horse – Cloverbud Poster

Horse Training

Horse - Training Steps 1 - 6

Horse Related Exhibit

Horse- Horse Related, Grades 6+
Horse - Horse Related, Grades 3-5

Requirements

- This exhibit area is for youth who exhibit a horse; horseless horse is for youth who do not exhibit a horse.
- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has made, done, or learned in the project.
- Exhibits are conference judged with the exhibitor present.

Horseless Horse Exhibit

Horse - Horseless Horse, Grades 6+
Horse – Horseless Horse, Grades 3-5

Requirements

- This exhibit is for youth who do not exhibit a horse; horse related is for youth who exhibit a horse.
- Exhibits may be a model, poster, scrapbook, essay, and/or article. The exhibit should show or explain something the 4-H member has made, done, or learned in the project.
- Exhibits are conference judged with the exhibitor present.

Horseless Horse Skills Class

Horse - Horseless Horse Level 1, Grades 6+
Horse – Horseless Horse Level 1, Grades 3-5
Horse - Horseless Horse Level 2, Grades 6+
Horse – Horseless Horse Level 2, Grades 3-5
Horse - Horseless Horse Level 3, Grades 6+
Horse - Horseless Horse Level 3, Grades 3-5
Horse - Horseless Horse Level 4, Grades 6+
Horse - Horseless Horse Level 4, Grads 3-5

Requirements

- Youth will complete a level in the horseless horse booklet prior to the show. The booklet will include answering knowledge questions and learning hands-on skills. An example of a knowledge question would be to list 4 breeds of horses and describe their uses. An example of a

skill to demonstrate would describe and demonstrate how to properly back a horse on the halter 4 steps.
    - The booklet must be signed prior to the show by a Horseless Horse Volunteer, Mentor or 4-H Extension Staff attesting to that the youth has completed the booklet, can complete the skills and is prepared for the judging experience.
    - Youth can only test and exhibit one level per year.
    - They will use a mentor's horse in the ring. The horse will be used to aid in answering the judges questions and demonstrating skills.
    - Youth will demonstrate and interview one-on-one with the judge, one exhibitor at a time.
    - The judging will be a combination of demonstrating these skills and answering interview questions from the judge. The judge will select a number of skills and knowledge based questions related to the booklet (not all of them).

Llama-Alpaca

Birth Dates

4-H Llama-Alpaca projects must be born prior to January 1, 2026

Gender:

- No sexually intact male over 18 months is eligible for exhibition.
- 4-H Llama - Alpaca projects must be born prior to January 1, 2026.
- No companion animals (no buddies, crias, or nursing mothers allowed)

Llama-Alpaca Showmanship

Llama-Alpaca Fleece

Llama-Alpaca Poster

Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements under Llama -Alpaca information.

Llama-Alpaca Interview

Llama-Alpaca Cloverbud

Llama-Alpaca Cloverbud Showmanship
Llama-Alpaca Cloverbud Poster

NOTE: 4-H’ers who participate in the Llama-Alpaca Costume Contest at the State Fair will receive a cash award. These payments are made in October. 4-H’ers must be grade eligible to participate at the State Fair.

Meat Goat

Birth Dates

Market goat

Meat market goat (wether)	Nov 1, 2025 – April 30, 2026
Meat market goat (doe)	Nov 1, 2025 – April 30, 2026
Dairy market goat (wether)	Nov 1, 2025 – April 30, 2026

Wether Dam

Wether dam yearling (never kidded)	Sept 1, 2024 - Aug 31, 2025
Wether dam kid	Sept 1, 2025 - April 30, 2026

Meat goat breeding does

Senior yearling meat breeding doe (never kidded)	Sept 1, 2024 – Feb 28, 2025
Junior yearling meat breeding doe (never kidded)	March 1, 2025 – May 31, 2025
Fall yearling meat breeding doe (never kidded)	June 1, 2025 – Nov 30, 2025
Senior meat breeding doe kid	Dec 1, 2025 – Feb 28, 2026
Junior meat breeding doe kid	Mar 1, 2026 – May 31, 2026

Note: Pygmy Goats are classed as Meat Goats

Market Goat

Meat Market Goat - wether
Meat Market Goat - doe
Dairy Market Goat - wether

Wether Dam

Wether dam yearling (never kidded)
Wether dam kid

Meat Goat Breeding Doe

Meat Goat - Senior Yearling Breeding Doe, registered or grade (never kidded)
Meat Goat - Junior Yearling Breeding Doe, registered or grade (never kidded)
Meat Goat – Fall Yearling Breeding Doe, registered or grade (never kidded)
Meat Goat – Senior Meat Breeding Doe Kid, registered or grade
Meat Goat – Junior Meat Breeding Doe Kid, registered or grade

Requirements

- The recommended minimum weight for Market Goats at the State Fair is 40 pounds, and the recommended maximum weight is 110 pounds.
- Market wethers must be disbudded/de-horned. Re-growth must not exceed one inch. Cut (sawed) off horns are not permitted
- Meat breeding does, wether dams and market does may have horns and they do not need to be capped or blunted.

Meat Goat Showmanship

Meat Goat Poster

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

Meat Goat Interview

Meat Goat Cloverbud

Meat Goat Cloverbud Animal Exhibit
Meat Goat Cloverbud Poster

Poultry

Hatch Dates

All exhibited birds (except breeding pigeons and doves) must be of this year's hatch.

Doves

Breeding pair (one male and one female)	December 31, 2025 or earlier

Pigeons

Young bird (one male or one female)	January 1 or after
Breeding pair (one male and one female)	December 31, 2025 or earlier

Suggested hatch dates:

Chickens

Market (two males or two females)	6 to 8 weeks before fair
Birds over 10 lbs will receive a white ribbon	
Breeding (one male and two females)	January
Egg production (two females)	20 weeks before fair

Ducks

Market (two males or two females)	7 to 8 weeks before fair
Breeding (one male and two females)	January

Geese

Market (two males or two females)	15 to 20 weeks before fair
Breeding (one male and two females)	January

Guinea

Market (two males or two females)	20 to 22 weeks before fair
Breeding (one male and two females)	January

Turkey

Market (two males or two females)	18 to 20 weeks before fair

Breeding (one male and two females) January

Chickens

Chickens - Market pen of two males or two females
Chickens - Breeding pen of one male & two females
Chickens - Bantam Breeding pen of one male & two females
Chickens - Egg production pen of two pullets, White egg layers
Chickens - Egg production pen of two pullets, Brown egg layers

Doves

Doves - Purebred breeding pair

Ducks

Ducks - Market pen of two males or two females
Ducks - Breeding pen of one male & two females
Ducks - Bantam Breeding pen of one male & two females

Geese

Geese - Market pen of two males or two females
Geese - Breeding pen of one male & two females

Guinea

Use the following Classes, with the Divisions to indicate the type of your project animal(s). Note: ONLY Pearls, Whites and Lavender breeds can be shown:
Guinea - Market pen of two males or two females - same breed
Guinea - Breeding pen of one male & two females - same breed

Pigeons

Pigeons - Utility, 1 Breeding Pair
Pigeons - Utility, 1 Young bird Male or Female, 1 young bird, this year band
Pigeons - Fancy, 1 Breeding Pair
Pigeons - Fancy, Young bird Male or Female, 1 young bird, this year band
Pigeons - Flying, 1 Breeding Pair
Pigeons - Flying, Young bird Male or Female, 1 young bird, this year band

Turkeys - Domestic Only

Turkeys - Domestic Only - Market pen of two males or two females
Turkeys - Domestic Only - Breeding pen of one male & two females

Poultry Showmanship

Poultry Poster

Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements in the Poultry Information Sheet. Posters do not need to be exhibited at the county fair to advance to the State Fair.

Poultry Interview

Poultry Cloverbud

Poultry Cloverbud Animal Exhibit
Poultry Cloverbud Poster

Requirements

- All breeding birds must be purebred. American Poultry Association (APA) recognized breed. More information about APA recognized breeds can be found in the APA Standard of Perfection or online at www.amerpoultryassn.com/accepted-breeds-varieties/.
- All pigeons and doves will be judged according to the National Pigeon Association (NPA) Book of Pigeon Standards.
- American Poultry Association (APA) recognized breed. More information about APA recognized breeds can be found in the APA Standard of Perfection or online at www.amerpoultryassn.com/accepted-breeds-varieties/.
- Commercial breeds are recommended for all market and egg production classes.

Rabbits

Small Breeds

Rabbit - Small Breed Senior Buck over 6 months of age
Rabbit - Small Breed Senior Doe over 6 months of age
Rabbit - Small Breed Junior Buck under 6 months of age
Rabbit - Small Breed Junior Doe under 6 months of age

Small breeds (4 class): American Fuzzy Lop, American Sable, English Angora, French Angora, Satin Angora, Belgian Hare, Blue Holicer, Britannia Petite, Mini Californian, Standard Chinchilla, Czech Frosty, Dwarf Hotot, Dwarf Papillon, English Spot, Florida White, Harlequin, Havana, Himalayan, Holland Lop, Jersey Wooly, Lilac, Lionhead, Mini Lop, Mini Rex, Mini Satin, Netherland Dwarf, Polish, Rex, Rhinelander, Silver, Silver Martin, Tan, and Trianta

Large Breeds

Rabbit - Large Breed Senior Buck over 8 months of age
Rabbit - Large Breed Senior Doe over 8 months of age
Rabbit - Large Breed Intermediate Buck 6 - 8 months of age
Rabbit - Large Breed Intermediate Doe 6 - 8 months of age
Rabbit - Large Breed Junior Buck under 6 months of age

Rabbit - Large Breed Junior Doe under 6 months of age

Large breeds (6 class); American, Giant Angora, Agent Brun, Beveren, Blanc de Hotot, Californian, Champagne D'Argent, Checkered Giant, American Chinchilla, Giant Chinchilla, Cinnamon, Creme D'Argent, English Lop, French Lop, New Zealand, Palomino, Satin, Silver Fox, and Flemish Giant

Requirements

- All rabbits must be purebred and an American Rabbit Breeders Association (ARBA) recognized breed. More information about ARBA recognized breeds can be found in the ARBA Standard of Perfection or online at arba.net/recognized-breeds/
- Each rabbit must be permanently tattooed in the left ear for identification purposes.

Running Breeds

Senior Buck over 8 months of age
Senior Doe over 8 months of age
Intermediate Buck 6-8 months of age
Intermediate Doe 6-8 months of age
Junior Buck under 6 months of age
Junior Doe under 6 months of age

Requirements

- Breeding Rabbit requirements apply to Running Breeds
- Running Breeds include Checkered Giant, English Spot, Rhinelander and Tan

Market Rabbit

Rabbit - Single Fryer, 3 ½ to 5 ½ pounds, not over 70 days old
Rabbit - Pen of three fryers, 3 ½ to 5 ½ pounds, not over 70 days old

Rabbit Showmanship

Rabbit Poster

Educational or promotional poster may be selected to advance to the state fair. See state fair poster requirements in the Rabbit Information Sheet. Posters do not need to be exhibited at the county fair to advance to the State Fair.

Rabbit Interview

Rabbit Cloverbud

Rabbit Cloverbud Animal Exhibit
Rabbit Cloverbud Poster

Sheep

Birth Dates

Fall Ewe Lamb	Born between September 1 - December 31 of previous year
January Ewe Lamb	Born in January of current Year
February Ewe Lamb	Born in February of current Year
March Ewe Lamb	Born in March of current Year
Yearling Ewe	Over 1 yr and under 2 yrs of age & not show evidence of 4 permanent incisors
Wether Dam Ewe Lamb	Born on or after December 1 of previous year
Wether Dam Yearling Ewe	Over 1 yr and under 2 yrs of age & not show evidence of 4 permanent incisors
Market Lamb	Born on or after December 1 of previous year

Breeding Ewe

Sheep - Registered or Commercial Yearling Ewe
Sheep - Registered or Commercial Fall Ewe Lamb
Sheep - Registered or Commercial January Ewe Lamb
Sheep - Registered or Commercial February Ewe Lamb
Sheep - Registered or Commercial March Ewe Lamb
Sheep - Wether Dam Ewe Lamb
Sheep - Wether Dam Yearling Ewe

Market Lamb

Market Lamb - Black, Speckle or White Face
Market Lamb - Hair Breeds

Requirements

- Recommended minimum weight for State Fair is 105 pounds; recommended maximum weight is 170 pounds.
- Lambs shown in the hair breeds division must be of straight hair sheep breeding. Crossbred hair sheep and wool breeding is not acceptable. See 2026 Animal Science Updates (z.umn.edu/4-HAnSciUpdates) for more information.

Lamb Lead

Requirements

- Lamb lead exhibitors must groom and train a sheep and must wear a garment made from at least 60% wool. Garment is defined as a piece of clothing covering a main part of your body (not socks or accessories).
- Exhibitors will be judged based on project knowledge, poise, their outfit, and their lamb.
  - Classes may be combined depending on number of entrants

Note: 4-H'ers who participate in Lamb Lead at the State Fair will receive a $30 cash award, provided by the Minnesota Livestock Breeders' Association (MLBA). These payments are made in October. 4-H'ers must be grade eligible to participate at the State Fair.

Sheep Showmanship

Sheep Poster

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

Sheep Interview

Sheep Cloverbud

Sheep Cloverbud Animal Exhibit
Sheep Cloverbud Poster

Fleece

Requirements

- Fleece exhibits must come from sheep in the flock owned by the exhibitor. In the case of a leased animal, fleece exhibits may come from the flock of the leased animal.

Note:

- All 4-H'ers receiving a blue ribbon on their fleece may exhibit at the State Fair.

Swine

Birth Dates

January Gilt	Born in January of current year
February Gilt	Born in February of current year
March Gilt	Born in March of current year
Market Barrow	Born on or after January 1 of the current year. Recommended farrow date in January or February
Market Gilt	Born on or after January 1 of the current year. Recommended farrow date in January or February

Breeding Gilts

Swine - Registered January Gilt
Swine - Registered February Gilt
Swine - Registered March Gilt
Swine - Crossbred Breeding Gilts will be shown by weight

Market Barrow/Market Gilt

Swine - Market Barrow
Swine - Market Gilt

Requirements

- Recommended minimum weight for State Fair is 220 pounds; maximum State Fair weight is 300. Market barrows and market gilts weighing less than 220 pounds will show in their own class “Super Lightweights” and those 301 pounds and over will show in their own class “Super Heavyweights” and will be eligible for blue, red or white ribbons and are not eligible for champions at State Fair.

Swine Showmanship

Swine Poster

County class only. If entered with state advancement intent, enter in Science of Animals or Exploring Animals

Swine Interview

Swine Cloverbud

Swine Cloverbud Animal Exhibit
Swine Cloverbud Poster

Appendix:

Absentee Judging of General (Static) Projects

Eligibility

4-H members who have a conflict with the general project conference judging in their county of membership may be eligible for absentee judging. To be eligible to exhibit a project while being absent from the conference judging process the following must be in place:

- Absence pre-approved with 4-H staff prior to scheduled date of judging (or other county competitive event). The request will be allowed only in situations such as:
    - Death in the family
    - Once in a lifetime educational opportunity
    - Optional event with no flexibility (e.g. wedding of immediate family)
    - Illness/injury
    - 4-H youth with differing abilities who would prefer a more personalized experience in a controlled one-on-one judging setting
- If unable to attend in-person judging, you are asked to communicate this with staff and indicate this as a part of your fair registration process.
- Exhibit(s) must be dropped off with 4-H staff at the agreed upon time prior to the scheduled judging time at the county fair (or other county competitive event).
    - If exhibit(s) are not able to be dropped off ahead of time, photos or video if applicable must be submitted prior to judging

Recognition

These exhibits are eligible for Champion/Reserve Champion placing and state fair line-ups and are judged against all exhibits judged in-person. If an exhibit is not on display, premiums may not be awarded. Local staff should have premium discussions with the county fairboard to determine if the fairboard will support paying premiums for virtual exhibits not on display at the county fair.

- The judging platform chosen for general exhibits at the local showcase does not determine the pathway to the state fair. In-person or virtual judging options will need to be selected when registering for the state fair.

Ways/Means

Best practices for absentee judging of general exhibits follow. Which of these processes will work best within a county may be determined locally.

- Live conference judging with a judge at a pre-arranged time by phone call or other technology-based option (e.g. Zoom, Google Hangout. The 4-H family must make arrangements for their own connections and technology). *This is our first preference for judging.* If you are unable to do this, below are two other acceptable options.
    - Pre-recorded interview with 4-H member utilizing a standard set of project-based questions. 4-H family must make arrangements for their own technology needs.
    - Written story detailing project basis and learning gained. Standard set of project-based questions should be utilized.

Absentee Judging of Livestock Projects

Eligibility

4-H members who have a conflict with the livestock qualifying show in their county of membership may utilize the following options if they wish to pursue an opportunity to advance to the applicable Minnesota 4-H state show.

- Switch county membership prior to the May 15 membership enrollment deadline allowing for exhibition of livestock with the benefit of the ability for advancement to state competition.
- Participate in a livestock demonstration (including the live animal) with the intent to be awarded a trip through the demonstration selection process. Animal used in the demonstration does not need to be the same animal taken to the state fair but must be of the same species. Animal exhibited by 4-H member at the state fair must be on ID sheets prior to the ID deadline for that species. If livestock demonstration day occurs during the county fair, a video recording of the demonstration is acceptable.
- Submit a recorded video of the animal entered with the understanding that they cannot win a trip to the state fair. The animal exhibited by the 4-H member must be ID'd prior to the ID deadline for that species. The animal will be judged on conformation only and a blue, red, or white ribbon placing will be awarded. No champion or reserve champions will be awarded. Families must connect with local staff prior to utilizing this option.

4-H youth with differing abilities who would prefer a more personalized experience in a controlled one-on-one judging setting may participate in in-person judging or a virtual option.

- In-person option - integrated into regular show format.
- In-person option - one- on- one judging - please contact your local educator prior to the live show to help create a plan for a one on one judging session with a species judge. Animal(s) will be evaluated independently and integrated into the live show lineups for champions and state show opportunities.

Authors

- Developed by Sharon Davis, Brad Rugg, Marcia Woeste and Tracy Ignaszewski
- Reviewed by the Policy Task Force (Tamie Bremseth, Anita Harris, Jodi Hintzen, Patrick Jirik, Trisha Sheehan) and reviewed and adopted by the 4-H Program Design Team, 2013.
- Revised by Darcy Cole, Sharon Davis, Amber Greeley, Tracy Ignaszewski, Samantha Lahman and Gina Schauer; reviewed by 2021 Summer Showcase Workgroup, 2021.
- Revised by Amber Greeley and Sharon Davis, 2022

4-H Competitive Events: Judging Experiences for Youth with Differing Abilities or Injuries

Purpose

Minnesota 4-H Youth Development believes that participation in competitive events enhances the depth and breadth of the learning and leading experience. Minnesota 4-H works to provide an equitable and uniform opportunity for participation in competitive events for its members across the state.

This information sheet for staff, volunteers and parents/guardians outlines the process for families, volunteers and staff to follow to ensure that judging experiences are accessible and safe for youth with differing abilities or injuries.

General Project Judging

If a 4-H member is unable to participate in the conference judging process by themself due to differing abilities or injury, the 4-H member and/or the member's immediate family must request permission for an assistant to be with the 4-H member during the member's general project(s) conference judging. Arrangements and approval for a conference judging assistant must be made with 4-H staff prior to the beginning of the judging process. First preference for the judging assistant will be a 4-H age-eligible member of the 4-H member's immediate family or another age-eligible 4-H member from the county of membership. In some cases a parent/guardian or personal aid may be appropriate; this option must be approved by the staff member.

Livestock Project Judging

Show Ring

If a 4-H member is unable to exhibit an animal by themself due to differing abilities or injury, the 4-H member and/or the member's immediate family must request permission for a substitute show person to help with the exhibition of the 4-H member's livestock project(s). Arrangements and approval for a substitute show person must be made with 4-H staff prior to the day of the show. The substitute show person must be a 4-H age-eligible member of the 4-H member's immediate family or another age-eligible 4-H member from the county of membership.

Livestock Interviews

If a 4-H member is unable to participate in livestock interviews by themself due to differing abilities or injury, the 4-H member and/or the member's immediate family may request accommodations that will fit the needs of the individual (e.g. someone to read the questions). Arrangements and approval for accommodations must be made with 4-H staff in advance of the interview.

Authors:

Developed by Sharon Davis and Brad Rugg.
Reviewed by the Policy Task Force (Tamie Bremseth, Anita Harris, Jodi Hintzen, Patrick Jirik, Trisha Sheehan) and reviewed and adopted by the 4-H Program Design Team, 2013.
Reviewed by Amber Greeley, Sharon Davis and Rebecca Harrington, 2024